

Second Grade September

Weekly Planner Version

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This Sample

This is a sample of our new “daily lesson planners” for second grade. The sample below contains two weeks of September. The second 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 second grade year comes with 10 months of daily planners. Many additional pictures for the lessons below are located on the member website on the second grade member curriculum page.

Special September Instructions

This note was included, in part, in the August lessons

We have included the August introduction in the month of September because some teachers/parents do not start their year until close to September. If this is the same with your family/classroom then you may want to also open up the August lesson plans and integrate some of the “beginning of year” lessons into this month as well. You can do that by using September as a basis for your planning and then just inserting the additional crafts, stories and verses from August into slots in your September schedule. If this is the first month of lessons for the year for you or the middle of the year of you are in the Southern Hemisphere, more than half the lessons from August were “cornerstone/review” lessons. These lessons teach the 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. So if you are starting in September please look over August first to make sure your classroom already has those skills or foundations in place.

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. So take some extra time this month and be patient with the children so they take time with the methods and learn some of the basics that will carry them through this year and the next years. Our themes each week are also designed to assist the teacher and class in developing a rhythm for the year.

If you are in the Southern Hemisphere and are using these lessons in the middle of your year this is also the perfect time to review these basic skills. Mid-year is always the

perfect review time! This is also the perfect time to review these skills in general. Mid-year is also a great time to reassess rhythm, schedules and guidelines. It is usually about that time that things start to slip and need a bit of “tune up”. Are you new to Waldorf or are you still unsure of what some of the basic skills you need are? This is the month to learn some of those in so enjoy and please e-mail me with any questions. If you have already done August and are now moving into September expect that you will still be doing a lot of foundation work with your class and yourself in September. So don’t worry if you don’t have the perfect rhythm in place yet or your student(s) are still learning how to clean a brush or clean up the room. This is normal! Enjoy the month and allow the rhythm to flow. At some point in September (if this is your second month) you will find your rhythm.

On the following pages you will find mostly the same introduction we included in the August lesson plans. If you have already read through the August introduction you do not need to read any more of this introduction or print any of the next few pages out.

The only exceptions are the sections called Second Grade Reading, The Steps to Reading and Phonics in Waldorf Education. These sections have been highlighted in green font. These sections are new and were not in the August introduction.

The Second Grade Year

As we move into the second grade year the teacher will start moving themselves and their students into more of a “block mentality” as they are working through the lessons. When Rudolf Steiner started the first Waldorf school, he established the “main lesson”—a two-hour class during which all academic subjects except for foreign languages would be taught. The subjects taught in the main lesson were studied for block of time lasting from three weeks to three months. There are many activities that would fall outside of the main lesson block category, however. These include nature walks , bread making, cooking and circle time (which happen daily), some crafts and handiwork (which naturally flow into some lessons even if they are not your main lesson block focus) and review (for example, you may include some math review in your circle time even if that is not your main lesson block focus).

Teaching in main lesson blocks is one of the most successful features of Waldorf education, for it allows teachers to cover the curriculum intensively and allows the students to become immersed. I know from experience with myself and my own students and children that immersion is the most effective way to learn many things. Learning in a block allows a student to open up to a subject slowly and naturally learn or to open up to it quickly and fully experience the joy of becoming completely involved in something. One wonderful and unique aspect of the Earthschooling program is that you can choose to use the program as a monthly enrichment or you can use it to work in blocks with your child. For ages 1-7 you will not be working in blocks. Instead you will follow a schedule that balances the head, heart and hands and breathing out activities

with breathing in activities. In general to follow a block schedule the teacher would include verses, a nature walk, handwork, and perhaps some review or “short lessons” in various subjects every day in the afternoon. In the morning, however, the teacher would focus on one or two blocks of lessons. Some teachers hold firm to the “one block” at a time method. However, I find that with a smaller homeschooling class that two blocks can often be done at once as long as they are complimentary subjects. For example, if we are doing a lesson block on Native American stories we could easily do a grammar and writing block at the same time as these can “go together”. Or, if we are studying Greek Mythology it is also a natural time to do the block on Greece in general and learn more about the geography and culture of the country. There is a large variance in the way teachers across the world organize their blocks. Even Steiner varied in the length of time he suggested that blocks be done. Some lasted as long as 3 weeks and others for 3 months. He also recognized that each teacher would need to establish this time for herself and her own class so he did not set an exact “rule” for an exact number of weeks for each subject. He suggested ranges of time. Additionally, you may plan to do a block for three months but feel “finished” at two months and want to move on. That is suitable too. Part of Waldorf education is to follow the natural rhythms of the child and life in general.

If you want to follow your own rhythm this can easily be done with the original lesson blocks found on your curriculum page. If you would rather follow the block method as a set schedule you can enjoy the optional daily lesson planners we have created. For purposes of organization into months we have divided each subject into four-week blocks. Along with each month having a different block theme, the teacher also needs to include regular practice in the language arts and math. In addition, because of seasonal themes and dates some nature stories and saint stories fit into one month more ideally than another. So even though we will have a nature block and a saints & heroes block we will also include stories from those genres in each monthly lesson of the year. For these reasons each month will have the following items as regular features each month/week in second grade alongside the block the second grader will be focusing on that month. These will be the same all year:

Week One: *Math Verse of the Week and Math Practice Problems:* Students will continue to practice math problems using the four processes of math each week. At the beginning of each week we suggest a number and a practice topic. The teacher should put 5-10 practice problems on the board each day or use the “Extra Resources” page on the Second Grade Curriculum page to download math problems.

Week Two: *Saint & Hero Stories of the Month:* These stories will focus on a saint that was either born in that month or has a holiday associated with them that month. Alternate stories will also be provided for classes that do not want to use the saint story.

Week Three: Site Word Story of the Week: Each week the students will have a different verse or story to read and/or write. These stories and verses will focus on a specific set of commonly used words from the Dolch word list.

Week Four: Word Family Theme of the Month: This will feature a different word ending or set of endings each week that students will focus on that week. Each ending also comes with a verse for them to practice and have fun with. These verses will be part of the morning verses all month for the students to become familiar with them. Then, during the last week of the month they will do some activities with the word families for that month.

Other monthly regulars in the second grade year include:

1. **Verses of the Month:** As with the earlier grades, each month has its own unique set of verses to use each morning for circle time. Some of these verses have been repeated from first grade but only if they are traditional verses that we use each year. For example, we like to use the same verses each year for Mayfair and Candlemas. In addition, we find that the students experience some of the verses differently at each age. We have indicated next to each verse if it is also included in first grade and if there is an MP3 for the verse or not. Verses without an MP3 can be recited in a rhythm, you can put any common tune with them (like the Twinkle Twinkle Little Star tune), or you can create your own tune by choosing any three pentatonic notes in any order. If you have a piano it is easy to find these notes – just use the black keys on the piano.
2. **Special Snack of the Month:** This is the same as the snack for the kindergarten and first graders. This is because families and classrooms often include mixed ages and we want to keep the special snack or bread theme the same for all the children. In addition, this is an important part of creating rhythms and traditions in the classroom. The children start to look forward to certain recipes they know will happen each year at the same time. For example, we always make Santa Lucia bread in December. You can find additional snack ideas on the member blog.
3. **Afternoon Handwork & Craft:** The afternoons will feature a craft and/or a handwork project suitable for the second grader. We do not teach handwork and crafts as a separate block. We do these all year long.
4. **Afternoon Music:** Twice a week the students will work on their pentatonic flute skills by learning new songs. We will not delegate the pentatonic lessons to just one block. We will be using our music skills all year round. The students will have one song they are working on each month. *If you have an advanced music student they can practiced their music for the month on multiple instruments.*
5. **Watercolor Story of the Month:** This story will be during the last week of the month and is optional. As a teacher you will be using watercolor during the month at least once or twice to illustrate a story you are telling. If you want to do an additional watercolor story on the last Friday of the month instead of a field

trip we have supplied a story for you to use each month. This is the same story we use for first grade. Students can do the watercolor story again, do it with younger classmates or siblings, can modify it or skip it.

IMPORTANT: Please use the special lessons created for Earthschooling by Rick Tan called “Watercolor Basics” and make sure your student goes through all these lessons this year. Rick Tan’s lessons are the only lessons we have not included these daily lesson plans. We recommend setting a time each week to work on his lessons. His lessons will provide you with additional watercolor projects but they will also provide you with the skills to create paintings for your stories all year.

What If September is Our First Month of School?

Some families/schools start classes in the middle of August or in September. This is fine. We have included introductory material in the month of September as well as August to accommodate this. We have also started the year off slowly for this month so if you do start late it will be easy to add lessons into September. To start in September you do not need to do the following lessons: Verses for August, Music of the Month for August, Craft or Handwork for August. These August items are useful but not essential to your second grade year so they can be simply skipped if you school nine months of the year instead of ten.

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

Handwork for the Year

First Grade was a bridge between kindergarten and the grades. A big theme last 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 is 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. We have carefully chosen each craft for the week to work on a different second grade skill. For example, paper cutting, felting and working with beeswax are all skills the second grader will need to practice.

[\(Section Removed Here\) Read more in the full second grade curriculum...](#)

Nature Stories & Nature Walks for the Year

[\(Section Removed Here\) Read more in the full second grade curriculum...](#)

Introduction to Monthly & Weekly Math Problems

Steiner says, *“Teaching children arithmetic is a very different matter. You get the sense that the most important thing in arithmetic is not the shapes of the numbers but the reality living in them. This living reality has much more meaning for the spiritual world than what lives in reading and writing.”*

[\(Section Removed Here\) Read more in the full second grade curriculum...](#)

Math in Second Grade

Is my Child Ready for Second Grade Math?

Steiner offers the following insight into movement and a child's ability and readiness for math in second grade and up: *“Our balance and movement in our body or our experience of the dimensions of space around our body is mirrored in our thinking. It is commonly known that when a hindrance exists in being able to think something through, moving it with our body is often the remedy. In this same vein, when our thinking is underdeveloped in some area, we may look to an area of our body that may also be underdeveloped. When we then develop the body, the thinking commonly will follow suit, such the slogan suggests: “The hand educates the brain.” Where math is concerned, to be able to move to the right and left of the equal sign as in, $3 + 4 = 7$, requires that we have an amount of flexibility in moving to the right and left in our body as well as in our thinking. To move above and below the fraction bar, such as with $144/12$ requires the same ability to move up and down in our body as well as in our thinking. This is not to mean that a person unable to physically move will not be able to move in their thinking either. However, some correlation does exist between physical movements and thinking movements.”*

He goes on to say, *“To further explain, in order to fluidly move around or with a longer mathematical problem, such as long division, requires that our sense of movement is strong and flexible, and that we can hold on to where we began and where we are moving towards likened to our body following a path. If our inner sense of movement is weakened, this ability to move around or in an equation is also often weakened. If our sense of balance is diminished it becomes more difficult to balance a spreadsheet or work with equivalencies as well. We sometimes cannot experience in our thinking what we cannot experience in our bodies first. If our sense of balance or sense of movement is impaired, we may have a more difficult time with those same qualities in our thinking. Therefore, as math is connected to movement and balance, and movement and balance are connected to ear health, we can deduce that ear health is important to math.”*

Main Lesson Book Work/Daily Practice

As you go through the lessons below you and your student(s) should be writing the following in the Main Lesson Book or doing the following as daily practice. Each student/teacher can also choose what additional lessons they want to write in the Main Lesson Book. Sometimes Sofi and/or I will be inspired by something in a lesson and want to put it in the Main Lesson Book even if we didn't plan it. That is OK!

- A. **Written Problems:** Have the student divide the pages of the main lesson book into eight sections using a crayon. Within each of those sections have them write a problem (from the board or you give it to them verbally) and do these eight problems in their book. You should have them do this at least three times a week (daily if possible) when doing the Math Block. Because of this you may not want to put every day in the Main Lesson Book. You can also do some of it on the chalkboard or on paper or in the sand, or verbally.

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Second Grade Math Story-Poems

Every month this year, during the first week of the month you will have a math story poem you can explore with your student. This poem can be simply read to the class “for fun”, it can be used as a circle time verse and learned by the class, or it can be used for writing practice or play-acting (act out the poem). You may even have other creative ideas for the poems. They are very long so we recommend reading a little bit each day throughout the first week and perhaps even splitting it into parts for the entire month. This is your decision based on the needs of your class. We introduce the poem during the first week.

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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.

Good Morning Dear Earth

Traditional Waldorf Song in English and Arabic

Good Morning dear Earth

(Thumb and middle finger pinch wrist and rock)

Good Morning Dear Sun

(Like a beam coming on me)

Good Morning Dear Trees

(Like Morning only hand stays up and fingers outstretch)

And the Flowers Everywhere

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

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

Good Morning Dear Beasts

(Make like a monkey)

And the Birds in the Trees

(Make a beak twice)

Good Morning Dear You and Good Morning Dear Me.

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

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

September Weekly Themes

Week One: Bees & Honey

This is the month to harvest the honey crop if you live in the Northern Hemisphere. If you are in the Southern Hemisphere as days are getting longer Queen's egg production increases; brood nest is growing further, resulting in growing bee numbers. Take some time to observe bees either at your own home or another location.

Week Two: Wisdom & Age

Respect for the Aged Day in Japan is the Third Week in September

Week Three: Leaves & Apples

Johnny Appleseed's Birthday – September 26th

Week Four: Dragons

Michaelmas, Equinox (Autumn)

Teacher Notes for September

Write your own September goals here...

Block for September: Second Grade Language

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

First Grade Language Block: Review

To review what we did in first grade: We started the year with very simple stories, verses and fables to introduce them to the alphabet. We did some movement, found the alphabet in nature, drew letters in sand, shaped letters in bread, and wrote letters in the main lesson book.

We used fairytales to teach language in April and May and fables to teach language in August and September. We also realized that every child comes into the year with a different level of language knowledge so we provided the following extension ideas for the first grader:

- A. Have the child write a verse with their lesson instead of “just the letter”. Some children could even write part of the fable, write the entire fable or write their own version of the fable in their main lesson book. This is one reason we start the year with the fables – to provide your student easy phrases to understand, repeat, and perhaps even try to copy.
- B. Have the child create tongue twisters. We provide tongue twisters in April and May but children often have fun creating their own. Tell them to create sentences where each word (or almost every word) begins with the letter you are working on.
- C. Have the child write the Eurythmy verse or letter verse for the week in their Main Lesson Book.
- D. Have the child try to identify where this letter is located within words rather than at the beginning of words. You can do this as you try to find the letter in nature or as you create tongue twisters, write or have reading time together.

If your second grader needs some review they may want to repeat some of these first grade activities.

Basics of Language

Learning the alphabet and studying language using all six of our senses creates a more holistic experience. These are some of the ways in which you can guide your child into using their senses with language:

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

How to Create a Letter Picture

Lower Case & Upper Case

When I create a letter picture for the children I start with a fable, fairytale or verse and then draw the letter picture on the board in chalk. I then have the child copy the picture from the board into their Main Lesson Book. After they are finished I allow them to create additional pictures if they want to. Some children may create their own pictures from the letters beyond what you provide them with. This should be encouraged but is not required. I usually try to keep the letter pictures simple. Easy pictures to draw usually come from an object or animal in the story. Scenery and people are usually too difficult for this age of child. Each teacher may choose a different image from the story. If you have an image you want to use you can even add it into the story. For example, if you really want to draw a fish for the letter F and the story does not have a fish in it, you can add a fish into the story by mentioning it in some way. Some ideas could be: someone eating a fish, someone has a fish as a pet, one of the characters in the story could be changed to a fish, the characters could see a fish in the stream, or they could be wearing a magical pendant with the image of a fish on it.

Eileen Hutchins, in her article “The Teaching of Language” says...

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

Language in Second Grade

In first grade your child learned the upper case letters by using all of their senses. They saw the letter in nature, shaped it in bread dough or play-dough, drew it in the air with their hands and much more (see Sixth Sense Language for these lessons). In second grade you can do more of the same with the lower case alphabet. However, by this time I find that many second graders have either already been exposed to the lower case alphabet or are already reading. For this reason, with second graders I continue the ever-important process of creating the letters in a holistic way (through the stories and focus on form) but I allow each child to work at their own pace and in their own way. In

some cases the child is ready to hear stories and create more shapes, just as they did with the upper case alphabet. This is especially true if you are...

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

How to Teach Second Grade Language

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Second Grade Reading

One of the most common questions I see in Waldorf education is, “how do children learn how to read?” Parents are amazed that traditionally Waldorf educators start teaching letters in first grade and don’t even start reading until second grade in some cases. Of course, if a child is ready before then, a teacher can take their lead and gently provide them with additional resources. However, to force an artificial situation on the child is detrimental to their natural learning process. Children’s minds are like a garden of roses. They will open and bloom with the right ingredients, but if you rip the petals open instead they will have to settle for their knowledge and understanding of the subject being partial or being “glued back” together in some semblance of order.

The same happens when children learn how to read. In the methods most common today children are taught the abstract before the understanding. This leaves a gap in their relationship with language so that even if they do learn how to read, they may never really have the love of reading and writing that they could. In some cases, other gaps may show up later like poor spelling ability or difficulty with compositions.

To approach reading from the standpoint of Waldorf education one must also learn as a teacher to understand reading before thinking in the abstract.

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The Steps to Reading in Waldorf Education

There are traditional ways to approach language learning, however, ultimately this happens differently with every child because every child is different. Despite these differences the teacher using the Waldorf methods may use the same methods with each child, keeping in mind that some children may progress more quickly through the lessons than others.

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Letter Blend Activities

First, write your blend (or blends) of the week on the board and explain to your student that you will be exploring this blend(s) this week and will also be doing some games with it. Here are some ideas for the games:

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Sight Word Main Lesson Stories

Once a month we feature a “Sight Word” Main Lesson story. How you introduce this story to your student(s) will depend on their language level at the time of the story. For a beginner you will simply want to write the story on the board and then read (this is one time when you do not tell the story – you read it) the story to the child or write the story in your own Main Lesson Book and read the story to the child from the paper. For a beginner you should just let them have the experience of you reading the story while they can watch on the board or not. It is their choice. For a more advanced child or one who is interested in reading you can take the next step of pointing out the words in italics as you read the story. For an even more advanced child you can write out the words from the Dolch word list and have them copy those words into their Main Lesson Book. This will help prepare them for the spelling and word lists they will start keeping on index cards in third grade.

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Monthly Word Family Activity

Each month you will see that Earthschooling provides a set of Word Families for the student to learn. During week four you will then play the word family activity you choose below. The verses/tongue twisters/phrases you need are listed in the lessons below. Each word family also comes with a list of words so you don’t have to think them up on your own. You can use this list to write the word family on the top of your house, on little pieces of wood, on little stones, on pieces of paper shaped like flower petals or any other prop you use.

The basic idea of the word family houses is that you must pass one house to be able to go on to the next one. Your story could be the same one each month or you could change the challenge from month to month. There are TEN ideas below.

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Storytelling in Waldorf Education

Introduction

One of my favorite memories from a parent-child class we attended in the Chicago area at a Waldorf School was the first time I saw storytelling come to life with the figures on a table colored with silk scarves.

It was magical. The teacher told a fable to the two to five year-old class called “The Golden House on the Hill”. It was enchanting, colorful and magical. She had set up a table covered with green silk to represent the farm down below the hill and of golden colored silk to represent the sun reflecting on the hill above. I think she used large bunches of wool under the silk to create the hill. At the top of the hill was something shiny. At the bottom of the hill was a charming little wooden boy.

Now anyone who knows the fable, “The Golden House on the Hill” knows that there is a beautiful moral to the story. However, the teacher did not share the moral, nor was that what was the focal point of the story. The preschoolers only saw the small charming boy, the beautiful green meadows, the shiny house reflecting the rays of the sun, the journey he took to the top of the hill and the gentle voice of the teacher telling them a simple, short tale.

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Appropriate Years for Story Genres

In each grade there is a recommended focus for the Main Lesson in the classroom. You can see those recommendations on the Earthschooling website under the category “Waldorf 101”. Ask us if you cannot find this resource.

However, as teachers we need to remember that there is a big difference between learning and play, direction and curiosity, and spirit and formula.

When we teach and follow the recommendations of a Waldorf-inspired curriculum we are teaching the child, guiding them and providing them with the age-appropriate tools for their growing spirit. We provide direction and learning and there is a formula set out to assist us in that journey.

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Fables in Second Grade

The Waldorf second grade curriculum speaks to the duality in human behavior with a year of animal fables & folktales, saint stories & hero stories. These themes represent the light and dark side of each human being – the yin and the yang of being human. Saints, holy people and heroes have strength, courage and compassion. They often overcome their animal natures and ego needs to perform tasks for humanity. Animals, on the other hand, as seen through folktales and fables, let themselves, of course, be ruled by their animal/ego natures and often act out of impulse, greed, laziness or other reasons. The lessons they can teach us are

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Fables in First Grade

The subject of fables will often come up in first grade as well as second grade even though they are not the focus as they are this year. Steiner recommended using them for discipline, they are popular in many children's books (mainstream and Waldorf), and they are part of the daily many cultures around the globe.

However, when telling the story to a first grader, it is told in a different way than it is in second grade. When telling a fable in first grade we usually focus on the beauty of the simplicity of the story and what it can teach us about language. A first grader is learning the alphabet and is just starting to read. We use fairytales to teach the letters of the alphabet but we can also use simple fables to expose the child to a few sentences (most fables are one paragraph long) they can use to easily recognize letters and sounds.

Hearing fables at this age is a practice in language learning. It is a way to provide a child with a short bit of text that is far less daunting than the text of an entire fairytale. It does not cancel out the fairytales we tell to teach letters. It is a wonderful supplement and tool. And, just as we did with the preschooler, we tell the fable in a way that is suited to the first grader and we carefully choose our fables. For example, a fable about an animal wanting some grapes is simple and can be adapted to the first grader. However, a fable about an animal learning a harsh lesson through death or injury would not be suited to this age. Steiner actually encouraged using short fables for children ages 7-14, not as stories to teach (that was for second grade), but as a good way to practice sounds and language learning

The Westside Waldorf School in California embraces this usage of fables. On their website they state that, “Learning is allowed to unfold, and early academics are not pushed. In First Grade, each letter of the alphabet is taught through images discovered in fables...”

What About Frightening or Graphic Stories?

First graders traditionally hear many fairytales during their first grade year and many teachers rely on *The Brother’s Grimm* for these tales. Second graders may also enjoy fairytales, fables or legends that have frightening or graphic themes.

Second graders are at the age when they begin to have strong likes and dislikes. Eight year olds react strongly to imagery in the fables and in stories of saints. They hear fables and stories of legendary characters such as saints. These stories teach of human fallibility and present a model for overcoming adversity. Some of these stories can also be very graphic or contain strong subject matter. In addition, fairytales continue to be told in second grade.

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

Telling Stories in Different Ways

One of my favorite examples of how storytelling can be different comes from Dr. Clarissa Pinkola Estés. She explains how her family tells one classic story in a different manner than we are most familiar with. She says, “That’s why I like this story *The Emperor’s New Clothes*. But, the story is often told in a disparaging manner, like this: “The Emperor was conceited, so these guys came to him saying, ‘We’re going to make you a beautiful suit of clothes...and the Emperor is shown to be a fool. That is how the story is usually told. In our family, *The Emperor’s New Clothes* is told with the emphasis on the fact that people are afraid. That it isn’t conceit of the Emperor that causes him to go blind to those who take advantage of him and who actually cut off his avenues to showing his true gifts. Rather, it’s fear of being thought inferior and it’s fear of being criticized. It’s fear of being found wanting, inadequate. Our family story of the *The Emperor’s New Clothes* tells that the Emperor actually sees and is a wonderful, delightful, jovial person and full of life... but he has taken on the trappings of being “the Emperor.” But when he is in his private chambers, he is funny and fun and silly and creative and inventive--constantly making things up and making people laugh and enjoying himself and having all kinds of wonderful plans for how the kingdom would be one day if he could only get people to agree with him.”

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

On Aesop's Fables

By Chesterton, G.K.

Aesop embodies an epigram not uncommon in human history; his fame is all the more deserved because he never deserved it. The firm foundations of common sense, the shrewd shots at uncommon sense, that characterize all the Fables, belong not him but to humanity. In the earliest human history whatever is authentic is universal: and whatever is universal is anonymous. In such cases there is always some central man who had first the trouble of collecting them, and afterwards the fame of creating them. He had the fame; and, on the whole, he earned the fame. There must have been something great and human, something of the human future and the human past, in such a man: even if he only used it to rob the past or deceive the future. The story of Arthur may have been really connected with the most fighting Christianity of falling Rome or with the most heathen traditions hidden in the hills of Wales. But the word "Mappe" or "Malory" will always mean King Arthur; even though we find older and better origins than the Mabinogian; or write later and worse versions than the "Idylls of the King." The nursery fairy tales may have come out of Asia with the Indo-European race, now fortunately extinct; they may have been invented by some fine French lady or gentleman like Perrault: they may possibly even be what they profess to be. But we shall always call the best selection of such tales "Grimm's Tales": simply because it is the best collection.

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

How Many Stories Do I Tell Each Week?

Traditionally only one or two stories are told each week for the Main Lesson. However, we have included more stories in some weeks so you have some flexibility in your lesson planning. For example, you may not want to use the saint story for that week so you can use the hero story that is also scheduled for that day instead. Or, you may find a story that does not seem to fit well with your student so you want to substitute a story. Or your student may need more than one or two stories.

Don't worry if you are not able to tell all the stories in a given week according to the lesson plans we have laid out each month. You are only required to tell one story a week. However, if you absolutely love the stories and don't want to miss out on any of

them you could also use any extras for weekend or bedtime stories. Not every story has to be a lesson – even if it is listed on the schedule under “lesson”.

~Glossary for Knitting~

You may see the following terms used in some of the knitting patterns we provide or the knitting patterns you find online. Print out this guide to help you read patterns.

BEG = begin
BO = bind off
CC = contrasting color
CO = cast on, cast off
CM = centimeter
CN = cable needle
CONT = continue
DEC = decrease
DPN = double pointed needle
INC = increase
K = knit
K1, S1, PSSO = knit one, slip one, pass slipped stitch over
K2tog = knit two together
K2tog tbl = knit two together through back loop
MC = main color
M1 = make one
P = purl
P2tog = purl two together
P2tog tbl = purl two together through back loop
PAT = pattern
PM = place marker
PSSO = pass slip stitch over
REM = remaining
REP = repeat
RS = right side
RND = round
SSK = slip 1, slip 1, knit two together
S1 = slip one
S1, K1, PSSO = slip 1, knit 1, pass slipped stitch over
ST = stitch(es)
St ST = stockinette stitch, stocking stitch
TBL = through back loop
TOG = together
WS = wrong side
WYIB = with yarn in back
WYIF = with yarn in front

YFON = yarn forward over needle

YFRN = yarn forward round needle

YO = yarn over

YON = yarn over needle

YRN = yarn round needle

* = repeat instructions following or between asterisk as indicated

[] = repeat instructions inside brackets as indicated

Important Note

Some of the weeks may appear to be shorter or smaller. This is because the students may be continuing work from the day before or building on that work. If a student is repeating a lesson or working through an existing lesson we save you space and paper by avoiding repetition of the exact information twice. In addition, all the instructions for how to do the lessons are including in the introduction to each month (like the introduction above). This is also to save space and paper. For example, once you know how to do the form drawing lessons you will not need to refer back to the introduction at all. Also note that we have included some illustrations and samples in the documents. However, there are many more on the website. Don't miss out on downloading and viewing the Main Lesson Books of Hannah & Jack as well as looking at the Member Galleries on your curriculum page. If you ever need additional activities please consult the Second Grade Enrichment Page, the Member Blog (under the category you need) or the Free Resources from Other Websites Page for Second Grade.

Week One Honey	Monday Purple - Rice	Tuesday Red – Barley	Wednesday Yellow - Millet	Thursday Orange - Rye	Friday Green - Oats
Morning A Breathing Out	Bumble Bee & Clover, Word Families ILE and ILL	Repeat verses and movement	Repeat verses and movement	Repeat verses and movement	Repeat verses and movement
Morning B Breathing In	Snack Brown rice with grapes, blueberries, blackberries – something seasonal	Snack Barley with apple, raspberries, cherries, strawberries, watermelon	Shape Special Bread: Native American & Snack Millet w/ nuts banana, squash zucchini, pears, mango	Snack Rye with oranges, tangerines, mandarins, melon, mangoes	Snack Oatmeal with raisins, grapes, wheatgrass, snowpeas, apples, pears
Morning C Breathing Out	Prepare the table, eat & clean together	Prepare the table, eat & clean together	Prepare the table, eat & clean together	Prepare the table, eat & clean together	Prepare the table, eat & clean together
Morning D Breathing In	<i>Early Childhood:</i> Free Play <i>G1 and Up:</i> Main Lesson: Math Poem of the Week – The Number 2 and Practice Problems for	<i>Early Childhood:</i> Free Play <i>G1 and Up:</i> Main Lesson Subtraction Story: The Lion & Subtract 2	<i>Early Childhood:</i> Free Play <i>G1 and Up:</i> Main Lesson Lower Case ‘m’	<i>Early Childhood:</i> Free Play <i>G1 and Up:</i> Main Lesson Lower Case ‘n’	<i>Early Childhood:</i> Free Play <i>G1 and Up:</i> Main Lesson: Lower Case ‘o’

	the Number 2				
Morning E Breathing Out	Nature Walk <i>Early Childhood:</i> Bee's Eye View of the World <i>G1 and Up:</i> Letter Blend PT in Nature	Nature Walk <i>Early Childhood:</i> Weekly Theme <i>G1 and Up:</i> Lower Case m, n or o in nature	Nature Walk <i>Early Childhood:</i> Weekly Theme <i>G1 and Up:</i> Letter Blend PT in Nature	Nature Walk <i>Early Childhood:</i> Weekly Theme <i>G1 and Up:</i> Lower Case m, n or o in nature	Nature Walk <i>Early Childhood:</i> Weekly Theme <i>G1 and Up:</i> Science lesson theme Letter Blend PT in Nature
Lunch Breathing In	Lunch prep and eating together	Lunch prep and eating together	Lunch prep and eating together	Lunch prep and eating together	Lunch prep and eating together
Afternoon A Breathing Out	<i>EC:</i> Storytime <i>G1 and Up:</i> Handiwork or Craft: Tell Story "Walnuts and Pumpkins" and Make Felted Food	<i>EC:</i> Storytime <i>G1 and Up:</i> Handiwork or Craft Continue Felted Food Project	<i>EC:</i> Storytime <i>G1 and Up:</i> Handiwork or Craft: Tell "Princess & Glass Mountain" & Sew Princess Crown	<i>EC:</i> Storytime <i>G1 and Up:</i> Handiwork or Craft Sew Princess Crown	Field Trip or Knitting/Weaving Project Sew Princess Crown
Afternoon B Breathing In	<i>EC:</i> Rest Time <i>G1 and Up:</i> Handiwork, Craft: Continue Same Craft	<i>EC:</i> Rest Time <i>G1 and Up:</i> Music Song of the Month: Harvest Moon	<i>EC:</i> Rest Time <i>G1 and Up:</i> Handiwork, Craft: Continue Same Craft	<i>EC:</i> Rest Time <i>G1 and Up:</i> Music Song of the Month: Harvest Moon	Field Trip or Knitting/Weaving Project
Afternoon	<i>EC:</i> Craft	<i>EC:</i> Craft	<i>EC:</i> Craft	<i>EC:</i> Craft	Field Trip or

C Breathing Out	<i>G1 and Up: Catch Up</i>	<i>G1 and Up: Catch Up</i>	<i>G1 and Up: Catch Up</i>	<i>G1 and Up: Catch Up</i>	Knitting/Weaving Project <i>Same as above</i>

Verses

Bumble Bee and Clover

Came a roaring bumble-bee,
Pockets full of money,
'Ah good morning Clover sweet'
What's the price of honey?"

"Help yourself sir," Clover said,
"Bumble you're too funny;
Never Clover yet so poor
She must sell her honey."

Fun Word Family Sets, Tongue Twisters & Verse

By Kristie Burns

ILE

File, mile, Nile, smile, tile, while

Tongue Twister: Smile awhile on the Nile

ILE Verse

For a while along a mile
Of Nile
Was a pile of tile

ILL

Chill, dill, drill, grill, hill, kill, mill, pill, skill, spill, still, thrill, will

Tongue Twister: Will a chill cause a skill spill at the mill on the hill?

ILL Verse

For the dragon
On the hill
Dill is a magical
Chill pill
So he won't

Grill his Kill

Math Poem of the Month: Two Times

Be sure to read the introduction in the September lesson plan (above) for how to use this math story poem including ideas on how to change the characters.

After Reading all or part of this poem you will practice multiplying 2's

There is a sample from Clare Power's Main Lesson Book above. You do not need to put this practice into a Main Lesson Book. Your student(s) can do it on the chalk board or outloud.

Version One

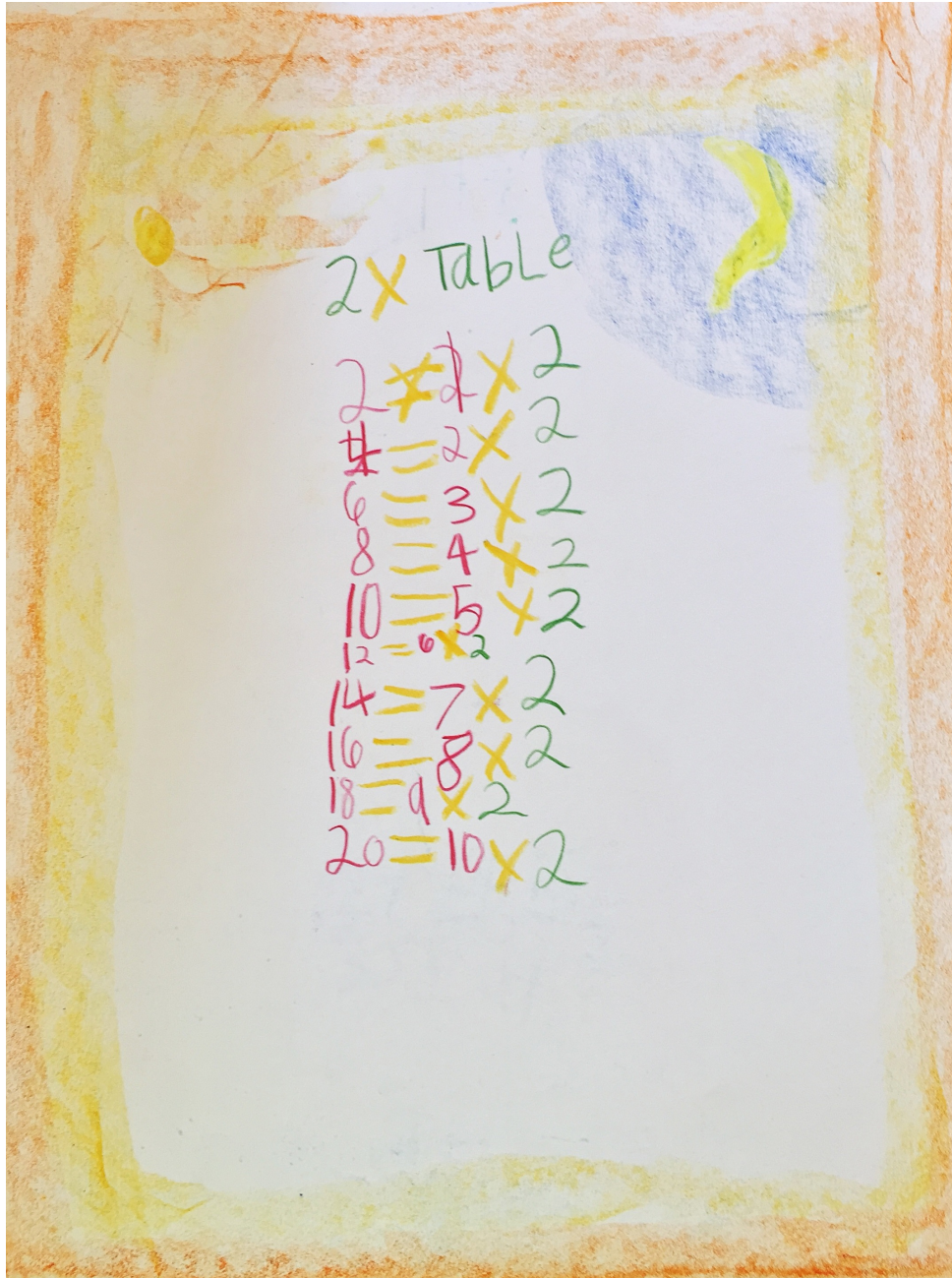
My ma she wanted fruit one day

So she sent me to the store.

I asked the man for one banana.

He

said



there were no more.

I asked him for an apple.

He said, "We've just got none"

So I asked him for a melon.

He pointed down his thumb.

I looked around and sighed
And asked him to be true.
“Can you tell me,” I pleaded
“How many pears have you?”

“I have a pair of eyes,” said he.
“That means two – I’m through.
I also have a pair of ears
So 4 is 2 times 2.”

“And you can see my pair of legs
In my pants that are brand new
And since a pair is only two
So 6 is 3 times 2.”

“Additionally, if you can count
I also have two knees
So adding it with other things
I think you’ll be quite pleased.”

“For so far I have four pairs of things
And 8 is 4 times 2.
So I think you will agree
That you want to hear more too!”

“But don’t stop counting yet,” he said.
“I’ll put my pair of hands on you
And that adds up to five pairs
Because 10 is 5 times 2.”

“I’ve reached six pairs with my two feet.
Each in a fancy little shoe
And if you add these things all up
You’ll see 12 is 6 times 2.

“But I have more,” he said to me,
“Than 12 or just eleven.
If you add my pair of arms
The pairs will reach to seven!”

“And 14 is 7 times 2
so I am very proud
to find the things I’ve pairs of
have formed quite a crowd.”

“I think I’ll count my pair of thumbs
To make the numbers grow.
See – now I’ve counted eight pairs
And that makes quite a show.”

“For 16 is 8 times 2
See how quick the numbers climb
When counting things in pairs
Like two nickels make a dime?”

“9 pairs would be the nicest pair
Of elbows ever seen
For 18 is 9 times 2
Total pairs are now 18!

“You’d think 18 would be enough
But there is one more too...
I have a pair of shoulders
And 20 is 10 times 2.

“Does that answer your question?”
He looked at me and queried.
“You know,” said I, “forget the pears!
Just give me some strawberries.”

Version Two

My Ma she wanted fruit one day
So she sent me to the store
I asked the man for one banana.
He said there were no more.

I asked him for an apple.
He said, “We’ve got just none”
So I asked him for a melon.

He pointed down his thumb.

I looked around and sighed.
And asked him to be true.
“Can you tell me, “ I pleaded
“How many pears have you?”

“I have a pair of eyes,” said he
“That means two – no more.
I also have a pair of ears
So 2 times 2 is 4.”

“And you can see my pair of legs
As skinny as two sticks
And since a pair is only two
2 times 3 is six.”

“Additionally, if you can count
I also have two knees
So adding it with the other things
I think you’ll be quite pleased...”

“For so far I have four pairs of things
and 2 times 4 is 8
So I think you will agree
That this is really great!”

But don’t stop counting yet,” he said,
“I have a pair of hands
And that adds up to five pairs
And 2 time 5 is ten.”

“If you count my pair of feet
You’ll find I’ve reached six pairs
And if you add these things all up
You’ll see 2 times 6 is 12.

“But I have more, “ he said to me,
“Than 12 or just eleven.
If you add my pair of arms
The pairs will reach to seven!”

“And 2 times 7 is fourteen
So I am very proud
To find the things I’ve pairs of
Have formed quite a crowd.”

“I think I’ll count my pair of thumbs
to make the numbers grow.
See – now I’ve counted eight pairs
And that makes quite a show.”

“For 2 times 8 is sixteen.
See how quick the numbers climb
When counting things in pairs
Like two nickels make a dime?”

“Nine pairs would be the nicest pair
Of elbows ever seen
And 2 times 9 as we all know
Totals just eighteen.”

“You’d think 18 would be enough
But there is one more pair on me.
I have a pair of shoulders
And 2 times 10 is twenty.”

“Does that answer your question?”
He looked at me and queried.
“You know,” said I, “forget the pears!
Just give me some strawberries!”

Letter Blend in Nature: PT

This week try to find things in nature that have PT in them or do activities in nature that have an PT in them (*like crept*), draw PT in the sand or create it with branches, leaves and rocks. Some ideas might be: Accept, adopt, attempt, crept, except, kept, slept, unkempt.

Afternoon Craft or Handwork Day #1 & #2

First you will tell the story and then you will start the project. This project will take at least today and tomorrow to complete. Some students may need time all week to work on it.

Nasrudin: Walnuts and Pumpkins: Felted Breakfast

Nasreddin Hodja was lying in the shade of an ancient walnut tree. His body was at rest, but, befitting his calling as an imam, his mind did not relax. Looking up into the mighty tree he considered the greatness and wisdom of God.

"God is great and God is good," said the Hodja, "but was it indeed wise that such a great tree as this be created to bear only tiny walnuts as fruit? Behold the stout stem and strong limbs. They could easily carry the pumpkins that grow from spindly vines in yonder field, vines that cannot begin to bear the weight of their own fruit. Should not walnuts grow on weakly vines and pumpkins on sturdy trees?"

So thinking, the Hodja dosed off, only to be awakened by a walnut that fell from the tree, striking him on his forehead.

"God be praised!" he exclaimed, seeing what had happened. "If the world had been created according to my meager wisdom, it would have been a pumpkin that fell from the tree and hit me on the head. It would have killed me for sure! God is great! God is good! God is wise!" Never again did Nasreddin Hodja question the wisdom of God.

Felted Breakfast



To create the breakfast foods pictured above (picture is of felted breakfast made by my daughter, Sofi) you can use the same techniques from the “How to Make a Mermaid” video on your second grade page. Only this time you do not need any pipe-cleaners. You will simply shape and connect and layer the felt together using the felting-needle.

Main Lesson Day #2: Subtraction Story & Practice

Tell the following story today and then practice subtracting with the number two.

The Four Oxen and the Lion

Subtraction

A lion used to prowl about a field in which four oxen used to dwell. Many a time he tried to attack them, but whenever he came near they turned their tails to one another, so that whichever way he approached them he was met by the horns of one of them, At least, however, they started fighting among themselves and each went off to pasture alone in a separate corner of the field. Then the lion attacked them one by one and soon made an end of all four. *Subtraction Principle: United we stand, united we fall.*

Lower Case m, n & o in Nature

Find the letters m, n & o (or things that have these letters in their names) in nature, gather things from nature or create the letters m, n & o in nature with branches, leaves and/or rocks.

Afternoon Music Lesson: Day #2

Today you will either start learning the song of the month or you will go back to the August lesson plans and the teacher support video (How to Teach Pentatonic Recorder) and do some review with your student(s). If your students are already comfortable with the recorder or have reviewed it already you can start learning the song of the month on the next page. You can find MP3s of the song on your curriculum page on the website. We have provided MP3s for voice-only and for piano.

Harvest Moon

CLARA LOUISE KESSLER
Tranquillamente
mp

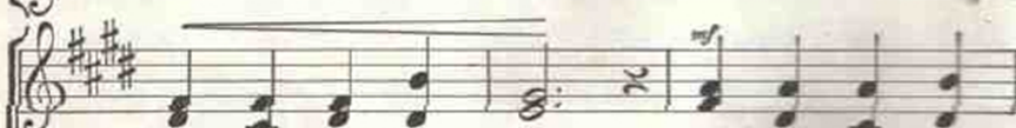
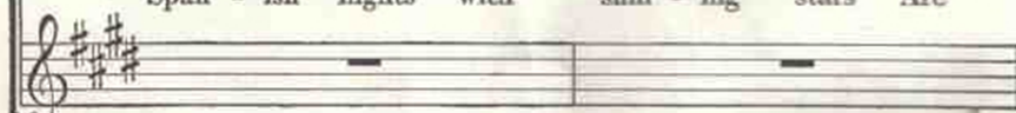
SPANISH FOLK TUNE



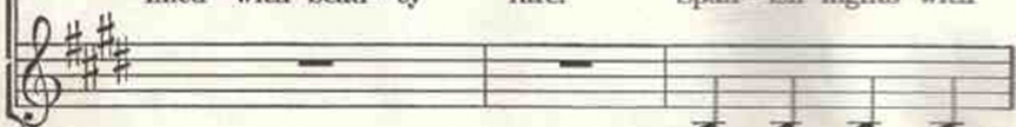
1. Come, sil - ver night! Birds are in flight;
2. Fruits hang - ing low, Sweet per - fumes blow.
3. Songs fill the air, Joy ev - 'ry - where.



Soon the har - vest moon will spread Its
Hand in hand we'll light - ly dance Be -
Span - ish nights with shin - ing stars Are



beams of ra - dant light. Soon the har - vest
neath the sil - ver glow. Hand in hand we'll
filled with beau - ty rare. Span - ish nights with



moon will spread Its beams of ra - dant light.
light - ly dance Be - neath the sil - ver glow.
shin - ing stars Are filled with beau - ty rare.



Special Snack of the Week: Native American Bread

Bannock Bread

Ingredients

- 4 cups flour
- 4 teaspoons baking powder
- 1 teaspoon salt
- 4 tablespoons oil

Directions

1. Mix ingredients and add water until you have a doughy consistency. Knead approximately 10 minutes.
2. You can add cinnamon/brown sugar to make it taste a bit differently.
3. Grease and heat a frying pan. Form the dough into cakes (sort of like tortillas or pancakes) about ½ inch thick and dust lightly with flour.
4. Lay the bannock in the frying pan.
5. Wiggle the pan every so often to keep the bannock from sticking.
6. Once a bottom crust has formed and the dough has hardened enough to hold together, turn them.
7. Cooking takes 12-15 minutes.

Main Lesson Day #3: Part One: Lower Case “m”

We will use a 2-day rhythm with the lower case letters. The second grade child is ready to move a bit faster through these letters. In addition, they will be practicing these all year so this will not be the only time they are introduced to them. Some second grade students may come into second grade already familiar with the lower case letters. This is OK. It is still beneficial to do these lessons. Today you will tell the story for the letter “m” and draw a picture with the letter “m”. Tomorrow, after a day to rest on this original lesson, you will have the student(s) write the letter “m” in their Main Lesson Book.

Lower Case “m”

By Kristie Burns

Once upon a time there was a little mountain. A little boy stood at the bottom and started to climb. He climbed using his hands and his legs. He climbed by grabbing onto bushes and rocks. Finally he reached the very top. But just when he was looking down to see everything below him, he fell and started rolling all the way down the mountain. The mountain felt sad that the boy had worked so hard to get to the top and could not enjoy the view so she shifted a bit and stopped his fall. Then she tipped a bit and sent him to the top of the mountain again. The boy was a bit surprised. He thought that perhaps he had hit his head and was dreaming. Because he remembered rolling down the mountain but he did not understand how he got back on the top.

At the top, the mountain had placed him right next to a blueberry bush and a honey tree. The boy enjoyed a picnic on top of the mountain and then he looked down at all the mountains and hills below him. They all looked so small! They were all “little bumps” on the ground. They had seemed so large when he was down at the bottom and they were all taller than him but now they looked just like little bumps. When the boy returned home he wanted to remember his day at the mountains so he drew a picture of all the hills and mountains he had seen from the summit. His pages were filled with little “m”s.

Handwork & Story Lesson: Day #3: Princess Crown

The Princess and the Glass Mountain

A Tale from Scandinavia

There was once a king, who was so devoted to the chase that he knew of no greater pleasure than hunting the beasts of the forest. Early and late he would stay out in the field with hawk and hound, and always had good success. It nevertheless one day happened that he could start no game, though he sought on all sides from early morn. When evening was drawing on, and he was about to return home with his attendants, he suddenly perceived a dwarf, or “wild man,” running before him in the forest. Putting spurs to his horse, the king instantly went in pursuit of him, and caught him. His extraordinary appearance caused no little surprise, for he was little and ugly as a Troll, and his hair resembled shaggy moss. To whatever the king said to him he would return no answer, good or bad. At this the king was angry, and the more so as he was already out of humour, in consequence of his bad luck at the chase. He therefore commanded his followers to keep a strict watch over the wild man, so that he might not escape, and then returned to his palace.

In those times it was an old-established custom for the king and his men to hold drinking meetings till a late hour in the night, at which much was said, and still more drunk. As they were sitting at one of these meetings, and making themselves merry, the king, taking up a large horn, said: "What think ye of our sport to-day? When could it before have been said of us, that we returned home without some game?" The men answered: "It is certainly true as you say, and yet, perhaps, there is not so good a sportsman as you to be found in the whole world. You must not, however, complain of our day's luck; for you have caught an animal, whose like was never before seen or heard of." This discourse pleased the king exceedingly, and he asked what they thought he had best to do with the dwarf. One of the courtiers answered: "You should keep him confined here in the palace, that it may be known far and near what a great hunter you are; provided that you can guard him so that he does not escape; for he is crafty and perverse withal." On hearing this, the king for some time sat silent; then raising the horn, said: "I will do as thou sayest, and it shall be through no fault of mine, if the wild man escapes. But this I vow, that if any one lets him loose, he shall die, even if it be my own son." Having said this, he emptied the horn, so that it was an inviolable oath. But the courtiers cast looks of doubt on each other; for they had never before heard the king so speak, and could plainly see that the mead had mounted to his head.

On the following morning, when the king awoke, he recollected the vow he had made at the drinking party; and accordingly sent for timber and other materials, and caused a small house or cage to be constructed close by the royal palace. The cage was formed of large beams, and secured by strong locks and bars, so that no one could break through. In the middle of the wall there was a little opening or window, for the purpose of conveying the food to the prisoner. When all was ready, the king had the wild man brought forth, placed him in the cage, and took the keys himself. There must the dwarf now sit day and night, both goes and comers stopping to gaze on him; but no one ever heard him complain, or even utter a single word.

Thus did a considerable time pass, when war broke out, and the king was obliged to take the field. When on the eve of departure, he said to his queen: "Thou shalt rule over my realm, and I will leave both land and people in thy care. But thou shalt promise me one thing, that thou wilt keep the wild man, so that he escape not while I am absent." The queen promised to do her best both in that and all things besides; and the king gave her the keys of the cage. He then pushed his barks from the shore, hoisted sail on the gilded yards, and went far, far away to distant countries; and to whatever place he came, he was there victorious. But the queen stood on the shore, looking after him as long as she could see his pendants waving over the ocean, and then, with her attendants, returned to the palace, there to sit sewing silk on her knee, awaiting her consort's return.

The king and queen had an only child, a prince, still of tender age, but who gave good promise of himself. After the king's departure, it one day happened that the boy, in his wanderings about the palace, came to the wild man's cage, and sat down close by it playing with his gold apple. While he was thus amusing himself, his apple chanced to pass through the window of the cage. The wild man instantly came forwards and threw it out. This the boy thought a pleasant pastime, and threw his apple in again, and the wild man cast it back, and thus they continued for some time. But at length pleasure was turned to sorrow, for the wild man kept the apple and would not throw it back. When neither threats nor prayers were of any avail, the little one burst into tears. Seeing this, the wild man said: "Thy father has acted wickedly towards me, in making me a prisoner, and thou shalt never get thy apple again, unless thou procurest my liberty." The boy answered: "How shall I procure thy liberty? Only give me my gold apple! my gold apple!" "Thou shalt do as I now tell thee," replied the wild man. "Go to the queen, thy mother, and desire her to comb thee. Be on the watch, and steal the keys from her girdle, then come and open the door. Thou canst afterwards restore the keys in the same manner, and no one will be the wiser." In short, the wild man succeeded in persuading the boy, who stole the keys from his mother, ran down to the cage, and let the wild man come out. At parting, the dwarf said: "Here is thy gold apple, as I promised, and thou hast my thanks for allowing me to escape. Another time, when thou art in trouble, I will help thee in return." He then ran off.

When it was known in the royal palace that the wild man had fled, there was a great commotion; the queen sent people on the roads and ways to trace him; but he was away and continued away. Thus some time passed, and the queen was more and more troubled, for she was in daily expectation of her consort's return. At last she descried his ships come dancing on the waves, and a multitude of people were assembled on the shore to bid him welcome. On landing, his first inquiry was, whether they had taken good care of the wild man; when the queen was obliged to confess what had taken place. At this intelligence the king was highly incensed, and declared he would punish the perpetrator, be he whoever he might. He then caused an investigation to be made throughout the palace and every man's child was called forth to bear witness; but no one knew anything. At last the little prince came forward. On appearing before his father he said: "I know that I have incurred my father's anger; nevertheless I cannot conceal the truth; for it was I who let the wild man escape." On hearing this the queen grew deadly pale, and every other with her; for the little prince was the favourite of all. At length the king spoke: "Never shall it be said of me that I broke my vow, even for my own flesh and blood; and thou shalt surely die as thou deservest." Thereupon he gave orders to his men to convey the young prince to the forest, and there slay him; but to bring his heart back, as a proof that his order had been fulfilled.

Now there was sorrow among the people such as the like had never before been experienced; every one interceded for the young prince, but the king's word was irrevocable. The young men had, therefore, no alternative; so taking the prince with them, they set out on their way. When they had penetrated very far into the forest, they met a man driving swine; whereupon one of the men said to his companion: "It seems to me not good to lay violent hands on a king's son: let us rather purchase a hog, and take its heart; for no one will know it not to be the prince's heart." This to the other seemed wisely said; so they bought a hog of the man, slaughtered it, and took out its heart. They then bade the prince go his way and never return.

The king's son did as they had directed him; he wandered on as far as he was able, and had no other sustenance than the nuts and wild berries, which grew in the forest. When he had thus travelled a long distance, he came to a mountain, on the summit of which stood a lofty fir. He then thought to himself: "I may as well climb up into this fir, and see whether there is any path." No sooner said than done. When he reached the top of the tree, and looked on all sides, he discerned a spacious palace lying at a great distance, and glittering in the sun. At this sight he was overjoyed, and instantly bent his steps thither. On his way he met with a boy following a plough, with whom he exchanged clothes. Thus equipped he at length reached the palace, entered it, and asked for employment; so was taken as a herd-boy, to watch the king's cattle. Now he ranged about the forest both late and early; and as time went on he forgot his sorrow, and grew, and became tall and vigorous, so that nowhere was to be found his like.

Our story now turns to the king, to whom the palace belonged. He had been married, and by his queen had an only daughter. She was much fairer than other damsels, and was both kind and courteous; so that he might be regarded as fortunate, who should one day possess her. When she had completed her fifteenth winter, she had an innumerable host of suitors, whose number, although she gave each a denial, was constantly increasing; so that the king at length knew not what answer to give them. He one day, therefore, went up to his daughter in her bower, and desired her to make a choice, but she would not. In his anger at her refusal he said: "As thou wilt not thyself make a choice, I will make one for thee, although it may happen not to be altogether to thy liking." He was then going away, but his daughter held him back, and said: "I am well convinced that it must be as you have resolved; nevertheless, you must not imagine that I will accept the first that is offered, as he alone shall possess me, who is able to ride to the top of the high glass mountain fully armed." This the king thought a good idea, and, yielding to his daughter's resolution, he sent a proclamation over the whole kingdom, that whosoever should ride fully armed to the top of the glass mountain, should have the princess to wife.

When the day appointed by the king had arrived, the princess was conducted to the glass mountain with great pomp and splendour. There she sat, the highest of all, on the summit of the mountain, with a golden crown on her head and a golden apple in her hand, and appeared so exquisitely beautiful, that there was no one present who would not joyfully have risked his life for her sake. Close at the mountain's foot were assembled all the suitors on noble horses and with splendid arms, which shone like fire in the sunshine; and from every quarter the people flocked in countless multitudes to witness the spectacle. When all was ready, a signal was given with horns and trumpets, and in the same instant the suitors galloped up the hill one after another. But the mountain was high, and slippery as ice, and was, moreover, exceedingly steep; so that there was no one, who, when he had ascended only a small portion, did not fall headlong to the bottom. It may, therefore, well be imagined there was no lack of broken legs and arms. Hence arose a noise of the neighing of horses, the outcry of people and the crash of armour that was to be heard at a considerable distance.

While all this was passing, the young prince was occupied in tending his cattle. On hearing the tumult and the rattling of arms, he sat on a stone, rested his head on his hand, and wept; for he thought of the beautiful princess, and it passed in his mind how gladly he would have been one of the riders. In the same moment he heard the sound of a footstep, and, on looking up, saw the wild man standing before him. "Thanks for the past," said he. "Why sittest thou here lonely and sad?" "I may well be sad," answered the prince. "For thy sake I am a fugitive from my native land, and have now not even a horse and arms, that I might ride to the glass mountain, and contend for the princess." "Oh," said the wild man, "if that's all, a remedy may easily be found. Thou hast helped me, I will now help thee in return." Thereupon taking the prince by the hand, he led him to his cave deep down in the earth, and showed a suit of armour hanging on the wall, forged of the hardest steel, and so bright that it shed a bluish light all around. Close by it stood a splendid steed, ready saddled and bridled, scraping the ground with his steel-shod hoofs, and champing his bit. The wild man then said to him: "Arm thyself quickly, and ride away, and try thy fortune. I will, in the mean time, tend thy cattle." The prince did not require a second bidding, but instantly armed himself with helm and harness, buckled spurs on his heels, and a sword by his side, and felt as light in his steel panoply as a bird in the air. Then vaulting into the saddle, he gave his horse the rein, and rode at full speed to the mountain.

The princess's suitors had just ceased from their arduous enterprise, in which none had won the prize, though each had well played his part, and were now standing and thinking that another time fortune might be more favourable, when on a sudden they see a young knight come riding forth from the verge of the forest directly towards the mountain. He was clad in steel from head to foot, with shield on arm and sword in belt, and bore himself so nobly in the saddle that it was a pleasure to behold him. All eyes

were instantly directed towards the stranger knight, each asking another who he might be, for no one had seen him before. But they had no long time for asking; for scarcely had he emerged from the forest, when, raising himself in the stirrups, and setting spurs to his horse, he darted like an arrow straight up the glass mountain. Nevertheless, he did not reach the summit, but when about half way on the declivity, he suddenly turned his charger and rode down the hill, so that the sparks flew from his horse's hoofs. He then disappeared in the forest as a bird flies. Now, it is easy to imagine, there was a commotion among the assembled multitude, of whom there was not one that was not stricken with wonder at the stranger, who, I hardly need say it, was no other than the prince. At the same time all were unanimous that they had never seen a nobler steed or a more gallant rider. It was, moreover, whispered abroad that such was also the opinion of the princess herself, and that every night she dreamed of nothing but the venturesome stranger.

The time had now arrived when the suitors of the princess should make a second trial. As on the first occasion, she was conducted to the glass mountain, the attempt to ascend which by the several competitors was attended with a result similar in every respect to what has been already related.

The prince in the meanwhile was watching his cattle, and silently bewailing his inability to join in the enterprise, when the wild man again appeared before him, who, after listening to his complaints, again conducted him to his subterranean abode, where there hung a suit of armour formed of the brightest silver, close by which stood a snow-white steed ready saddled and fully equipped, pawing the ground with his silver-shod hoofs and champing his bit. The prince, following the directions of the wild man, having put on the armour and mounted the horse, galloped away to the glass mountain.

As on the former occasion, the youth drew on him the gaze of every one present; he was instantly recognised as the knight who had already so distinguished himself; but he allowed them little time for observation, for setting spurs to his horse, he rode with an arrow's speed up the glassy mountain, when, having nearly reached the summit, he made an obeisance to the princess, turned his horse, rapidly rode down again, and again disappeared in the forest.

The same series of events took place a third time, excepting that on this occasion the prince received from the wild man a suit of golden armour, cased in which he, on the third day of trial, rode to the mountain's summit, bowed his knee before the princess, and from her hand received the golden apple. Then casting himself on his horse, he rode at full speed down the mountain, and again disappeared in the forest. Now arose an outcry on the mountain! The whole assemblage raised a shout of joy; horns and trumpets were sounded, weapons crashed, and the king caused it to be proclaimed

aloud that the stranger knight, in the golden armour, had won the prize. What the princess herself thought on the occasion, we will leave unsaid; though we are told that she turned both pale and red, when she presented the young prince with the golden apple.

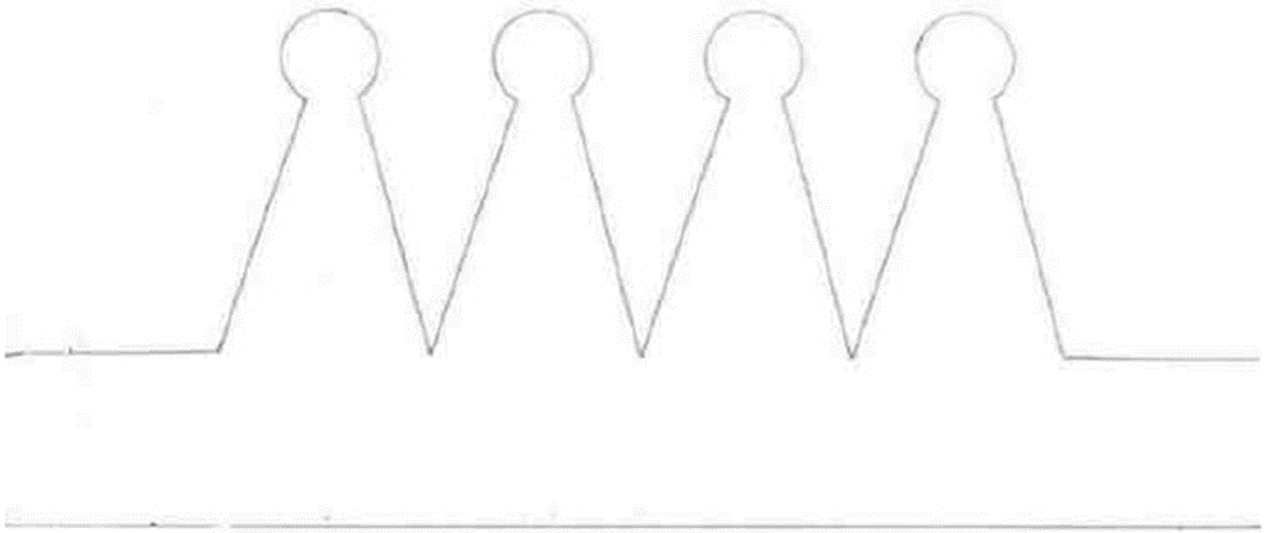
All that now remained was to discover the gold-clad knight, for no one knew him. For some time hopes were cherished that he would appear at court, but he came not. His absence excited the astonishment of all, the princess looked pale and was evidently pining away, the king became impatient, and the suitors murmured every day. When no alternative appeared, the king commanded a great assemblage to be held at his palace, at which every man's son, high or low, should be present, that the princess might choose among them. At this meeting there was not one who did not readily attend, both for the sake of the princess, and in obedience to the king's command, so that there was assembled an innumerable body of people. When all were gathered together, the princess issued from the royal palace in great state, and with her maidens passed among the whole throng; but although she sought in all directions, she found not what she sought. She was already surveying the outermost circle, when suddenly she caught sight of a man who was standing concealed amid the crowd. He wore a broad-brimmed hat, and was wrapped in a large gray cloak, like those worn by herdsmen, the hood of which was drawn up over his head, so that no one could discern his countenance. But the princess instantly ran towards him, pulled down his hood, clasped him in her arms and cried: "Here he is! here he is!" At this all the people laughed, for they saw that it was the king's herd-boy, and the king himself exclaimed: "Gracious heaven support me! What a son-in-law am I likely to have!" But the young man, with a perfectly unembarrassed air, said: "Let not that trouble you! You will get as good a king's son, as you yourself are a king." At the same moment he threw aside his cloak, and where were now the laughers, when, in place of the grey herdsman, they saw before them a comely young prince clad in gold from head to foot, and holding in his hand the princess's golden apple! All now recognized in him the youth who had ridden up the glass mountain.

Now, it is easy to imagine, there was joy, the like of which was never known. The prince clasped his beloved in his arms with the most ardent affection, and told her of his family and all he had undergone. The king allowed himself to rest, but instantly made preparations for the marriage, to which he invited all the suitors and all the people. A banquet was then given such as has never been heard of before or after. Thus did the prince gain the king's daughter and half the kingdom; and when the feastings had lasted about seven days, the prince took his fair young bride in great state to his father's kingdom, where he was received as may easily be conceived, both the king and the queen weeping for joy at seeing him again. They afterwards lived happily, each in his kingdom. But nothing more was heard of the wild man.

Sew a Prince or Princess Crown

Now that the student has experienced three different stitches, different stuffing and even trimming, we will have them make something that requires all these things and a little bit more – they will need to measure and fit the item this time and will have the opportunity to do more advanced trimming. To make the crown:

1. Measure the child's head.
2. Draw the pattern below on large paper, making sure that the “band part” completes the side of their head...then add 2 inches on either side.
3. Pin the pattern to the large felt fabric. Cut out two pieces – in two different colors.
4. Sew all around the crown, leaving an opening at the place where you will join the crown together.
5. Before sewing the crown, put a piece of elastic inside the back part of the crown that is 3 inches smaller than the back. Secure the elastic on one side before you finish the crown so the elastic does not slip out.
6. Sew the crown closed.
7. Trim the crown with buttons, ribbon and shapes.



Main Lesson of the Day: Day #4: Lower Case “n”

Start this lesson by having the student write the lower case letter “m” in their Main Lesson Books. They will create lines to write on as we did in first grade (by using the block crayons on their side to make lined paper) and fill one page with “m”. Next, they will learn the story for “n” and color a picture for “n”. If you want to save time or the student does not want to create a picture you can always skip the letter picture for the lower case letter. Some students are not as dependent on the letter pictures at this age and the benefit is not as great for them. This completely depends on the student. If your student is already writing all the lower case letters then creating pictures first is not necessary. They will just need to practice their “penmanship” on day two.



Picture by Sofi Mandil

Lower Case Letter “n”

By Kristie Burns

One day a squirrel was wandering around trying to find some nuts for winter. He said, “I will go home when I find the perfect nut.”

Soon he found one that had a perfect cap but the inside was eaten by little worms so he continued to look. Then he found one that had a nice round acorn, but it was stuck in the cap so hard he knew it was not yet ripe. So he left that one on the ground as well. Next he found one that had a beautiful cap and nut but someone had stepped on it so the insides were all mushy and not suitable for storage at all.

He became frustrated and decided to look elsewhere. Across the street he saw what he was looking for! In the grass were beautiful acorns – all perfect – their little hoods peeking out of the grass glistening with dew as if they each had a little diamond top.

But to get them he had to cross the street!

He ran to the edge of the street, he escaped from a cat who was sitting there, he dodged a car that was driving down the street, he stepped carefully around the neighbor’s dog, almost fell into a little pond, and finally made it to the place of the perfect acorns.

But once he arrived he found that they were all empty! Another squirrel must have been there before him and collected them! Then he heard a noise. It was a human. He stood very still to see if it was a scary human or a friendly human.

It was a small human and she had a basket. She set her basket down on the porch and wailed, “Oh my! I forgot my coat! It sure is cold out here!” Then the little girl went back inside.

While she was inside the squirrel snuck up and peeked inside her basket. Inside were so many acorns! So it was not a squirrel that had taken all the acorns – it was a little girl! The squirrel climbed inside the basket and started eating and stuffing his cheeks with acorns. But just as he had decided to go home the little girl came back out, grabbed the basket and said, “my oh my! The basket is so heavy! I don’t remember collecting so many acorns!”

She carried the basket with the squirrel in it around the yard. Then she set the basket down so she could better collect more acorns. As soon as she sat the basket down and turned her back the squirrel jumped out.

After a few moments the little girl turned back to the basket and put some more acorns in. There were only five or six in the basket.

“My oh my,” she said, “the basket was so heavy and there are only six acorns in here. I never imagined acorns were so heavy!”

She then went back to collecting acorns and by the time she finished the basket was very heavy so she never knew about the visit from the squirrel. But the squirrel remembered taking the acorns from her so every autumn he returned to her house and left her the gift of a few acorns by her front door.

Afternoon Crafts & Music

The rest of the week your student will be practicing the song “Harvest Moon” in the afternoon and will be finishing up their ‘Princess’ or ‘Prince’ crown. This is a good chance for them to spend a few days practicing their sewing skills and hand-sewing stitches. If they have already completed one crown they may want to create a second one for a friend or for a favorite stuffed animal or doll.

Main Lesson Day #5: Lower Case “o”

We will start the lesson today by having the student fill a page in their Main Lesson book with the lower case “n” they studied yesterday. You will then tell the story for “o” and have them create a picture for “o” in their Main Lesson Book. Since we will not have a second day for “o” and “o” is one of the easier letters (as it is the same as the capital version) you can also have the student fill a page in their Main Lesson Book with the letter “o” today. If you feel that is too much for your lesson today you can have them write their “o” page any time in the afternoon, the weekend, at night or even Monday. You can even assign it as “homework” that they have to do any time on their own. If you want to make the lesson more advanced you can have them explore words that have “o” on the inside instead of the beginning (see main lesson book page by Claire below as an example)

Lower Case “o”

By Kristie Burns

A little boy and his friend were playing ball on the beach. Then the boy threw the ball so far that it fell into the ocean. For a moment it floated on the top of the waves and then it started to sink. It sank until the boys could not see it anymore. Their game was over so they were not very happy. What they did not know was that the ball was not sinking. There was an octopus that was lonely under the sea and wanted to play with them so he was just taking his turn, too. He took the ball down to his house, that was an abandoned sunken ship at the bottom of the ocean.

He sat and admired the colors for some time. They were brilliant and reflected the water so nicely. He liked the roundness of the ball. Then he heard waiting from the top of the ocean. It sounded like sea gulls and sea gulls usually came around when there was food so he swam to the top to see what was happening. But when he arrived at the top he didn't see any gulls. All he saw were two wailing boys who had been playing with the ball and did not look happy.

The octopus felt badly so he went to the bottom of the ocean to his abandoned ship home and brought back the ball to the boys. The boys were so surprised to see an octopus with their ball that they started to run. But then they stopped when the octopus threw the ball towards them. He was giving back the ball!

“Do you think he wants to play? One of the boys asked.

“That is silly,” replied the other boy.

But the first boy was curious about such things so even though the second boy protested he threw the ball back to the octopus. They were both surprised when the octopus threw it back. Then they all played together for the rest of the afternoon.

OCTOPUS Shortio



not got foot

top mop hop

ox fox box

knock sock block

★
October

Week Two Wisdom, Age	Monday Purple - Rice	Tuesday Red – Barley	Wednesday Yellow - Millet	Thursday Orange - Rye	Friday Green - Oats
Morning A Breathing Out	Angels Watching Over Me, Word Families IN and IND	Repeat verses from week 1 & 2 and movement	Repeat verses from week 1 & 2 and movement	Repeat verses from week 1 & 2 and movement	Repeat verses from week 1 & 2 and movement
	Two Crabs: Multiplication Story: Multiply 2				
Morning B Breathing In	Snack Brown rice with grapes, blueberries, blackberries – something seasonal	Snack Barley with apple, raspberries, cherries, strawberries, watermelon	Shape Bread & Make Corn Potato Chowder Millet w/ nuts bananas, sweet squash zucchini, pears, mango	Snack Rye with oranges, tangerines, mandarins, melon, mangoes	Snack Oatmeal with raisins, grapes, wheatgrass, snowpeas, apples, pears
Morning C Breathing Out	Prepare the table, eat & clean together	Prepare the table, eat & clean together	Prepare the table, eat & clean together	Prepare the table, eat & clean together	Prepare the table, eat & clean together
Morning D Breathing In	<i>Early Childhood:</i> Free Play <i>G1 and Up:</i> Main Lesson: Saint & Hero Stories of the Month: Saint George & The Dragons & Lover of Men	<i>Early Childhood:</i> Free Play <i>G1 and Up:</i> Main Lesson Saint & Hero Stories: Speaking a Piece & How a Prince Learned to Read	<i>Early Childhood:</i> Free Play <i>G1 and Up:</i> Main Lesson Lower Case 'p'	<i>Early Childhood:</i> Free Play <i>G1 and Up:</i> Main Lesson Lower Case 'q'	<i>Early Childhood:</i> Free Play <i>G1 and Up:</i> Main Lesson Lower Case 'r'

Morning E Breathing Out	Nature Walk <i>Early Childhood:</i> Wisdom, Age & Nature <i>G1 and Up:</i> Letter Blend SK in Nature	Nature Walk <i>Early Childhood:</i> Weekly Theme <i>G1 and Up</i> Lower Case p, q or r in nature	Nature Walk <i>Early Childhood:</i> Weekly Theme <i>G1 and Up:</i> Letter Blend SK in Nature	Nature Walk <i>Early Childhood:</i> Weekly Theme <i>G1 and Up:</i> Lower Case p, q or r in nature	Nature Walk <i>Early Childhood:</i> Weekly Theme <i>G1 and Up:</i> Science lesson theme Letter Blend SK in Nature
Lunch Breathing In	Lunch prep and eating together	Lunch prep and eating together	Lunch prep and eating together	Lunch prep and eating together	Lunch prep and eating together
Afternoon A Breathing Out	<i>EC:</i> Storytime <i>G1 and Up:</i> Handiwork or Craft: Nasrudin Story and Make Herb & Fruit Vinegar	<i>EC:</i> Storytime <i>G1 and Up:</i> Handiwork or Craft Tell "Father of Corn" & Start Spool Knit Duster	<i>EC:</i> Storytime <i>G1 and Up:</i> Handiwork or Craft: Work on Spool Knit Duster	<i>EC:</i> Storytime <i>G1 and Up:</i> Handiwork or Craft Work on Spool Knit Duster	Field Trip or Knitting/Weaving Project Work on Spool Knit Duster
Afternoon B Breathing In	<i>EC:</i> Rest Time <i>G1 and Up:</i> Handiwork, Craft: Continue Same Craft	<i>EC:</i> Rest Time <i>G1 and Up:</i> Music Song of the Month: Harvest Moon	<i>EC:</i> Rest Time <i>G1 and Up:</i> Handiwork, Craft: Continue Same Craft	<i>EC:</i> Rest Time <i>G1 and Up:</i> Music Song of the Month: Harvest Moon	Field Trip or Knitting/Weaving Project – <i>Same as above</i>
Afternoon C Breathing Out	<i>EC:</i> Craft <i>G1 and Up:</i> Catch Up	<i>EC:</i> Craft <i>G1 and Up:</i> Catch Up	<i>EC:</i> Craft <i>G1 and Up:</i> Catch Up	<i>EC:</i> Craft <i>G1 and Up:</i> Catch Up	Field Trip or Knitting/Weaving Project <i>Same as above</i>

Verses

Angels Watching Over Me

Note: The original of this song says "Angels watching over me my Lord". However, since Earthschooling is a spiritual but secular curriculum we have changed it. You are welcome to change the verse back to the original or modify it in other ways as well. You might want to say "my mother watching over me..." or "the sun is watching over me..." instead of angels. Or instead of "my love" you could say "my dear" or any other phrase you like.

All night, all day, angels watching over me, my love
All night, all day, angels watching over me
As I sing with my friends...angels watching over me my love
As I listen to a story...angels watching over me
Day is setting in the west...angels watching over me my love
Sleep my child and take your rest...angels watching over me

Fun Word Family Sets, Tongue Twisters & Verse

By Kristie Burns

IN

Bin, chin, fin, in, grin, shin, sin, skin, spin, thin, twin, tin, win, begin, within

Tongue Twister: Spin thin tin in the bin

IN Verse

The spell will begin
When you grin
And spin the
Thin tin with a pin

IND

Bind, blind, find, grind, kind, mind, rind, wind (make sure you pronounce this WHY-ND" to be consistent and then explain how it can also be WIND)

Tongue Twister: Find a kind mind

IND Verse

When the evil giant
Saw Jack he said,
Wind and bind
The find then grind
His mind into a rind

Math Story of the Week: Two Times: Day #1

Read the following story and have the student do some practice problems with the number two. You can write these practice problems on the chalk board or on a piece of paper.

Two Crabs

Multiplication

One fine day two crabs came out from their home to take a stroll on the sand.

“Child,” said the mother, “you are walking very ungracefully. You should accustom yourself to walking straight forward without twisting from side to side.”

“Yes, mother,” said the little one, “please set the example yourself and I will follow you.”

Multiplication Principle: If a crab has five pairs of legs – how many legs made prints on the sand when they walked together?

Saint & Hero Story of the Month: Day #1

As we described in the introduction, we will be providing you with a choice of stories on the second week of each month. You should choose only ONE of these stories below. We will have a month dedicated to saint and hero stories and another month dedicated to Aesop’s fables later in the year so these monthly “extra” stories are provided to enrich your child’s experience and to provide listening material only. If you skip any of the stories below there will be no educational loss to your student’s learning experience this year. There are no main lessons to go with these stories. With this monthly set of stories we are trying to focus on a monthly theme or holiday theme and the experience of the story itself. In fact, if you are short of time these stories can be completely optional and you can skip them each month. If you do use them, simply tell the story and then have the child draw a simple picture in their Main Lesson Book to go with the story, create a beeswax sculpture from the story, act out the story as a play, have them tell the story back to you or, if you have an advanced student, have them copy a few lines from the story (that you choose by writing them on the board).

Saint George and The Dragon

Re-telling by Kristie Burns

In the year 280, in a town in Cappadocia, a great soldier named George was born who would grow up to help poor people who were being taken advantage of. Of course he didn't know this when he was born and his parents didn't know of this either. He was just born, like any other child is born, and was welcomed into the world and greatly loved by his parents. His mother was a Christian and so she raised him reading the bible and always made sure he followed what she called, "the rules of a good Christian". She wanted to make sure her son grew up knowing that it was not right to lie, steal or kill. She wanted her son to be kind to others. She was very serious about teaching him these things. So while his father taught him to fight, to work with a sword, to chop wood and other skills, his mother spent many hours with him reading verses and talking to him about how to be what she called a "good person".

Through his training he decided to become a knight. He was only 17-years-old. Back in the day very few kids went to college when they were 17. Most of them would choose a profession. They would decide to be a baker of bread, perhaps a person who builds houses or a knight, as George decided.

Because George had been taught well by his father and was also a very kind and polite person thanks to his mother he rose quickly in the ranks of the military. He had a master called Diocletian and this master was very happy with him. He made George a master of many other soldiers under him.

But this same man, Emperor Diocletian, was not as kind to other people. He favored George, but he did not favor others. One day this emperor was in a cave. He went there to worship the god Apollo. He was just in the middle of asking Apollo some very important questions about his kingdom when a voice interrupted him.

It said, "The just who are on earth keep me from telling the truth. By them the Sacred Tripod is made a lie"

This "Sacred Tripod" stuff sounded like very powerful magic to the emperor and he was not happy! How dare someone else in the kingdom have more powerful magic than he did?!

So he asked his assistant, "who are these people who dare to have powerful magic?"

His assistant replied, "they are the Christians"

This made the emperor so angry that he went back to his palace and declared that anyone who was Christian should be beaten, thrown out of their home or fired from their job. He was not aware that his favorite soldier, George, was a Christian. But George was aware of the unfairness that the emperor was guilty of. He was so sad for all the people. Many of these people were his friends and fellow Christians he had known since he was little.

However, even if he had not know them and even if he had not been Christian, it was hard to watch what the emperor was doing. Any kind person with a good hear would have been heartbroken so see innocent people including small children being beaten and thrown out of their homes.

When George started to talk about this with his family and friends what do you think they said?

Of course they said, “George! Shhhhhh! Be quiet! The emperor’s assistants or people might hear you and then you will lose your job too – and your favor with the emperor. You might even be killed!”

But George did not listen to them. He felt sure that it was more important to fight for what was right, just and kind than to protect himself. His mother had always told him that. And he thought to himself, “what better way to die than to be doing something kind and good?”

He also thought, “I would feel so badly if I died in a battle fighting for this horrible emperor instead.”

So George did the first thing he could do. He started giving away everything he owned to the people who had lost things. He gave his clothing to people who had their clothing taken from them. He gave his money to people who had their jobs taken from them. He paid to have slaves set free and he even gave his house to a family that had lost their home.

He didn’t need the house anymore. He had decided to travel and continue to help people. And he was very happy doing this. This is what his mother had raised him to do. He liked making his mother happy and making his God happy. This gave him purpose and joy in his life.

So one day on his travels he was finding his way through the desert plains in Libya and came to a city called Silene. He was so shocked at what he found there! He had

expected to find the same poor people he had found where he came from. Perhaps he could give them some money or food and make their lives easier.

But these people had a much bigger problem! The emperor had sent a dragon to this town. This little town was known for being completely Christian. The emperor knew that he would not be able to get the towns people to turn on each other and do bad things to each other so he sent a dragon instead. He knew the dragon would make everyone in the town miserable. And he was right.

By the time George arrived the dragon had eaten almost all of the flocks and herds of cattle and sheep. Now, seeing that there were few sheep and cows left the dragon had even started to come into the village and chase the children around saying, “you are next! When I eat the last cow I am coming after you!” and then he would breathe his terrible horrible smelly breath on them.

So the townspeople were in the process of gathering up all the children under the age of 15 to choose the first few for the dragon’s meal. They had decided that to protect the town from complete destruction it would be better, simply, to feed the dragon on a regular basis in an orderly and neat manner outside the village walls.

Unfortunately, one of the first children that was chosen was the daughter of the village king, Cleodolina. She was a beautiful girl and so sweet as well. She loved to play with little children, tend her flower garden and sing in the woods to the birds and squirrels she saw there.

Of course such a beautiful and loved girl was a sad choice. Everyone in the village was sad. They were sad about their own situation but also sad about losing the deal Cleodonia. But nobody was more sad than the King. Imagine – if your father heard you were to be eaten by a dragon – how would he feel? Very sad indeed!

But he could not do anything about it. He was the one who had declared the solution to begin with. And he was a very fair man. So he couldn’t say “Everyone has to feed the dragon a child but myself”. That would not be fair at all. Even when he was tempted to declare this his own daughter said, “No, that would not be fair. I will go”.

The King made only one demand of the people. He asked for some more time with his daughter. There were still some sheep and cows left so he asked that she be allowed to stay home with him until the very last day.

So she did. But on the last day she bravely told her father, “I must go now and do my duty to save the people of this town.” In this way she was actually a lot like George. He

had also sacrificed himself for his people. So little Cleodolina walked slowly to the outside wall of the village and approached the dragon. She was not scared and she was not sad. All she could think was, "if this dragon eats me he will not eat my friends. And I love my friends."

Fortunately for her this is exactly when George arrived at the village. He saw her walking slowly and seriously outside the village walls and looking to where she was headed he saw a large, beastly and very hungry looking dragon licking his lips.

He shouted to her, "Stop fair maiden! There is a dragon!" thinking that perhaps she did not know. But she replied, "I know. I am going to save my people".

George, however, seeing how she was without any sword or armor to protect herself decided to help. He replied, "I will help you"

The maiden replied, "No, just go away. We need to feed the dragon. I don't want him to eat you for lunch, too."

"Ah but my God would not be happy if I did not fight for what is right. I will fight this dragon and save you and your people."

So George got out his sword and he fought with the dragon. He poked the large scales on the dragon with the edge of the sword and the dragon returned by poking George with the edges of his snapping teeth and by breathing his smelly hot breath into his face.

Both George and the dragon soon became very miserable. Finally the dragon stopped and said, "what do you want?"

Ending #1: The Dragon is Not Killed (this is a more gentle ending)

George said, "I want you to leave my people alone. The emperor was wrong. These are good people. They do not deserve to be punished." And the dragon saw that he was right. He was impressed with the goodness and light that surrounded George. So the dragon agreed and he flew back to his own land that was filled with dragons. It was on an island and there were always plenty of fish for the dragons to eat there so he would never go hungry. He even agreed to bring back some fish to the villagers to make up for the cows and sheep he had taken from them. And thus is the blessing of George's faith and bravery.

Ending #2: The Dragon is Killed (traditional ending)

But George did not reply. He knew that dragons were not to be trusted and this was a trick. So calling upon God he asked for help and bravery and he rushed at the dragon with all of his strength and with his sword above his head.

The dragon was so surprised that George didn't fall for his trick and was so taken aback by his quickness that he didn't have time to react. George was able to sink his sword deep into the head of the dragon and he died instantly.

George then returned to the village with the dragon and distributed the meat among all the people of the village. And what a blessing the meat was! Since they had lost all their cattle and sheep they had nothing substantial to eat and many of them were starting to starve. The dragon meat was quite tasty and helped them get by until they could buy more sheep and cows.

Expanded Ending: Optional

However, although the villagers were happy, this was not the end for George. The Emperor was very angry and started posting posters around all the villages demanding that all Christians be treated even more badly – especially George who was helping them!

But George was not fearful – he was angry! That spirit and courage that comes to us from our relationship with eternal powers gave him strength. On his way to tell the Emperor what he thought, he tore down as many signs as he could find and ripped them up. He was sure when he reached the Emperor he would be very angry and certainly the Emperor would want to lock him in the dungeon forever or have him killed.

And he was right. The Emperor gave him one last chance to save himself. He said, “think of yourself and your own freedom and life! Don't continue to help these undeserving people”

But George said, “These people do not deserve to be punished. I will continue to help them!”

So, sure enough, the Emperor had his men take George down to the dungeon and place a large rock on his body. But instead of dying in peace or begging for his life George spent his last moments praying to God and thanking him for the many blessings of his life. He thanked God that he was able to save the village and help all the other people he had helped.

And then the voice of an angel came to George. The voice said, "Fear not, I will take away your pain" and then the angel hugged him with bright light and George felt no pain. The men who witnessed this became Christians the next day.



Michaelmas paintings by Earthschooling member Elizabeth Jette

The Four Dragons

Optional: You can save this for week #4. We have a place for it there.

Once upon a time, there were no rivers and lakes on earth, but only the Eastern Sea, in which lived four dragons: the Long Dragon, the Yellow Dragon, the Black Dragon and the Pearl Dragon. One day the four dragons flew from the sea into the sky. They soared and dived, playing at hide-and-seek in the clouds.

"Come over here quickly!" the Pearl Dragon cried out suddenly.

"What's up?" asked the other three, looking down in the direction where the Pearl Dragon pointed.

On the earth they saw many people putting out fruits and cakes, and burning incense sticks. They were praying! A white-haired woman, kneeling on the ground with a thin boy on her back, murmured, "Please send rain quickly, God of Heaven, to give our children rice to eat." For there had been no rain for a long time. The crops withered, the grass turned yellow and fields cracked under the scorching sun.

"How poor the people are!" said the Yellow Dragon. "And they will die if it doesn't rain soon."

The Long Dragon nodded. Then he suggested, "Let's go and beg the Jade Emperor for rain."

So saying, he leapt into the clouds. The others followed closely and flew towards the Heavenly Palace. Being in charge of all the affairs in heaven on earth and in the sea, the Jade Emperor was very powerful. He was not pleased to see the dragons rushing in. "Why do you come here instead of staying in the sea and behaving yourselves?"

The Long Dragon stepped forward and said, "The crops on earth are withering and dying, Your Majesty. I beg you to send rain down quickly!"

"All right. You go back first, I'll send some rain down tomorrow." The Jade Emperor pretended to agree while listening to the songs of the fairies.

The four dragons responded, "Thanks, Your Majesty!"

The four dragons went happily back. But ten days passed, and not a drop of rain came down. The people suffered more, some eating bark, some grass roots, some forced to

eat white clay when they ran out of bark and grass roots. Seeing all this, the four dragons felt very sorry, for they knew the Jade Emperor only cared about pleasure, and never took the people to heart. They could only rely on themselves to relieve the people of their miseries. But how to do it? Seeing the vast sea, the Long Dragon said that he had an idea.

"What is it? Out with it, quickly!" the other three demanded.

"Look, is there not plenty of water in the sea where we live? We should scoop it up and spray it towards the sky. The water will be like rain drops and come down to save the people and their crops," said Long Dragon.

"Good idea!" said the others as they clapped their hands.

"But," said the Long Dragon after thinking a bit, "we will be blamed if the Jade Emperor learns of this."

"I will do anything to save the people," the Yellow Dragon said resolutely.

"Then let's begin. We will never regret it," said Long Dragon.

The Black Dragon and the Pearl Dragon were not to be outdone. They flew to the sea, scooped up water in their mouths, and then flew back into the sky, where they sprayed the water out over the earth. The four dragons flew back and forth, making the sky dark all around. Before long the sea water became rain pouring down from the sky.

"It's raining! It's raining! The crops will be saved!" the people cried and leaped with joy. On the ground the wheat stalks raised their heads and the sorghum stalks straightened up. The god of the sea discovered these events and reported to the Jade Emperor.

"How dare the four dragons bring rain without my permission!" said the Jade Emperor. The Jade Emperor was enraged, and ordered the heavenly generals and their troops to arrest the four dragons. Being far outnumbered, the four dragons could not defend themselves, and they were soon arrested and brought back to the heavenly palace.

"Go and get four mountains to lay upon them so that they can never escape!" The Jade Emperor ordered the Mountain God.

The Mountain God used his magic power to make four mountains fly there, whistling in the wind from afar, and pressed them down upon the four dragons. Imprisoned as they were, they never regretted their actions. Determined to do good for the people forever, they turned themselves into four rivers, which flowed past high mountains and deep valleys, crossing the land from the west to the east and finally emptying into the sea.

And so China's four great rivers were formed -- the Heilongjian (Black Dragon) in the far north, the Huanghe (Yellow River) in central China, the Changjiang (Yangtze, or Long River) farther south, and the Zhujiang (Pearl) in the very far south.



Dragon Bread by Earthschooling member, Willa Ervin

The Lover of Men

Hero Story

In the Far East there was once a prince whose name was Gautama. He lived in a splendid palace where there was everything that could give delight. It was the wish of his father and mother that every day of his life should be a day of perfect happiness. So this prince grew up to be a young man, tall and fair and graceful. He had never gone beyond the beautiful gardens that surrounded his father's palace. He had never seen nor heard of sorrow or sickness or poverty. Everything that was evil or disagreeable had been carefully kept out of his sight. He knew only of those things that give joy and health and peace.

But one day after he had become a man, he said: "Tell me about the great world which, you say, lies outside of these palace walls. It must be a beautiful and happy place; and I wish to know all about it."

"Yes, it is a beautiful place," was the answer. "In it there are numberless trees and flowers and rivers and waterfalls, and other things to make the heart glad."

"Then to-morrow I will go out and see some of those things," he said. His parents and friends begged him not to go. They told him that there were beautiful things at home—why go away to see other things less beautiful? But when they saw that his mind was set on going, they said no more. The next morning, Gautama sat in his carriage and rode out from the palace into one of the streets of the city. He looked with wonder at the houses on either side, and at the faces of the children who stood in the doorways as he passed. At first he did not see anything that disturbed him; for word had gone before him to remove from sight everything that might be displeasing or painful.

Soon the carriage turned into another street—a street less carefully guarded. Here there were no children at the doors. But suddenly, at a narrow place, they met a very old man, hobbling slowly along over the stony way. "Who is that man?" asked Gautama, "and why is his face so pinched and his hair so white? Why do his legs tremble under him as he walks, leaning upon a stick? He seems weak, and his eyes are dull. Is he some new kind of man?"

"Sir," answered the coachman, "that is an old man. He has lived more than eighty years. All who reach old age must lose their strength and become like him, feeble and gray."

"Alas!" said the prince. "Is this the condition to which I must come?"

"If you live long enough," was the answer. "What do you mean by that? Do not all persons live eighty years—yes, many times eighty years?"

The coachman made no answer, but drove onward. They passed out into the open country and saw the cottages of the poor people. By the door of one of these a sick man was lying upon a couch, helpless and pale. "Why is that man lying there at this time of day?" asked the prince. "His face is white, and he seems very weak. Is he also an old man?"

"Oh, no! He is sick," answered the coachman. "Poor people are often sick."

"What does that mean?" asked the prince. "Why are they sick?"

The coachman explained as well as he was able; and they rode onward. Soon they saw a company of men toiling by the roadside. Their faces were browned by the sun; their hands were hard and gnarly; their backs were bent by much heavy lifting; their clothing was in tatters. "Who are those men, and why do their faces look so joyless?" asked the prince. "What are they doing by the roadside?"

"They are poor men, and they are working to improve the king's highway," was the answer.

"Poor men? What does that mean?"

"Most of the people in the world are poor," said the coachman. "Their lives are spent in toiling for the rich. Their joys are few; their sorrows are many."

"And is this the great, beautiful, happy world that I have been told about?" cried the prince.

"How weak and foolish I have been to live in idleness and ease while there is so much sadness and trouble around me. Turn the carriage quickly, coachman, and drive home. Henceforth, I will never again seek my own pleasure. I will spend all my life, and give all that I have, to lessen the distress and sorrow with which this world seems filled."

This the prince did. One night he left the beautiful palace which his father had given to him and went out into the world to do good and to help his fellow men. And to this day, millions of people remember and honor the name of Gautama, as that of the great lover of men.

Letter Blend in Nature: SK

This week try to find things in nature that have SK in them or do activities in nature that have an SK in them (*like skip*), draw SK in the sand or create it with branches, leaves and rocks. Some ideas might be: Ask, desk, disk, dusk, husk, mask, risk, task.

Afternoon Craft or Handwork Day #1: Herb Vinegar

First you will tell the story and then you will start the project. This project may take at least today and tomorrow to complete. Some students may need time all week to work on it.

Do You Know Why I Came Here Today?

Traditional Turkish Story

Nasruddin had to give a lecture in a university every Saturday, but he did not like this duty very much and was always looking for ways to avoid it. One Saturday he came up with an idea. When he went up to speak to the students, he said to them, "Do you know what I am going to say?"

They all answered, of course, "No, we don't!"

Then Nasruddin said, "Well, if you do not know anything about such an important matter, it is a waste of time for me to talk to you about it." And he went away without speaking to the students.

The next Saturday the students waited expectantly for Nasruddin again and this time he asked them the same question. This time they all answered "Yes, of course we know!" in anticipation they then waited for the speech that was sure to come.

But he walked off. "Well," he said, "If you already know then I am wasting my time in speaking to you..."

The next week of course the students were confused. Some said yes and some said no.

"Well," said Nasruddin, "if some of you know, and some of you do not, those that do know can tell those that do not," and again he went down without saying another word....

Herb and Fruit Vinegar

Herb Vinegar

Mix the herbs that you would like together, the amount is up to you. Add four cups of white wine vinegar. Pour the mixture in a plastic container, cover it, and let sit in the dark for three to six weeks. After this time filter the vinegar and add a few fresh herbs. Pour it into a bottle and seal.

Berry Vinegar

Mix a 1/4 cup of sugar with 4 cups of white wine vinegar in a pot and heat until the sugar dissolves. Pour the heated liquid on top of the berries and mash them slightly. Pour the mixture in a plastic container, cover it, and let sit in the dark for three to six weeks. After this time filter the vinegar and add a few fresh berries. Pour it into a bottle and seal.

Main Lesson Day #2: Hero Stories

I like to tell one (or both) of these stories at the beginning of the year because they are both hero stories and stories that talk about learning to read – a process your student is going through this year. You will tell one of these stories and then have the student draw the story with block crayons in their Main Lesson Book. You can lead them by creating a drawing on the board. You may also choose to use watercolor. If you do not want to draw you could have the student use clay or beeswax to create something from the story or simply discuss the story with you, act it out or re-tell it back to you.

Speaking a Piece

Two children, brother and sister, were on their way to school. Both were very small. The boy was only four years old, and the girl was not yet six.

"Come, Edward, we must hurry," said the sister. "We must not be late."

With one hand the little boy clung to his sister's arm, and with the other he held his primer.

This primer was his only book, and he loved it. It had a bright blue cover, which he was careful not to soil. And in it were some odd little pictures, which he never grew tired of looking at.

Edward could spell nearly all the words in his primer, and he could read quite well.

The school was more than a mile from their home, and the children trotted along as fast as their short legs could carry them.

At a place where two roads crossed, they saw a tall gentleman coming to meet them. He was dressed in black, and had a very pleasant face.

"Oh, Edward, there is Mr. Harris!" whispered the little girl. "Don't forget your manners."

They were glad to see Mr. Harris, for he was the minister. They stopped by the side of the road and made their manners. Edward bowed very gracefully, and his sister curtsied.

"Good morning, children!" said the minister; and he kindly shook hands with both.

"I have something here for little Edward," he said. Then he took from his pocket a sheet of paper on which some verses were written.

"See! It is a little speech that I have written for him. The teacher will soon ask him to speak a piece at school, and I am sure that he can learn this easily and speak it well"

Edward took the paper and thanked the kind minister.

"Mother will help him learn it," said his sister.

"Yes, I will try to learn it," said Edward.

"Do so, my child," said the Minister; "and I hope that when you grow up you will become a wise man and a great orator."

Then the two children hurried on to school.

The speech was not hard to learn, and Edward soon knew every word of it. When the time came for him to speak, his mother and the minister were both there to hear him.

He spoke so well that everybody was pleased. He pronounced every word plainly, as though he were talking to his schoolmates.

Would you like to read his speech? Here it is:—

Pray, how shall I, a little lad,
In speaking make a figure?
You're only joking, I'm afraid—
Just wait till I am bigger.

But since you wish to hear my part,
And urge me to begin it,
I'll strive for praise with all my heart,
Though small the hope to win it.

I'll tell a tale how Farmer John
A little roan colt bred, sir,
Which every night and every morn
He watered and he fed, sir.

Said Neighbor Joe to Farmer John,
"You surely are a dolt, sir,
To spend such time and care upon
A little useless colt, sir."

Said Farmer John to Neighbor Joe,
"I bring my little roan up
Not for the good he now can do,
But will do when he's grown up."

The moral you can plainly see,
To keep the tale from spoiling,
The little colt you think is me—
I know it by your smiling.

And now, my friends, please to excuse
My lisping and my stammers;
I, for this once, have done my best,
And so—I'll make my manners.

The little boy's name was Edward Everett. He grew up to become a famous man and one of our greatest orators.

How A Prince Learned to Read

I

A thousand years ago boys and girls did not learn to read. Books were very scarce and very precious, and only a few men could read them.

Each book was written with a pen or a brush. The pictures were painted by hand, and some of them were very beautiful. A good book would sometimes cost as much as a good house.

In those times there were even some kings who could not read. They thought more of hunting and fighting than of learning.

There was one such king who had four sons, Ethelbald, Ethelbert, Ethelred, and Alfred. The three older boys were sturdy, half-grown lads; the youngest, Alfred, was a slender, fair-haired child.

One day when they were with their mother, she showed them a wonderful book that some rich friend had given her. She turned the leaves and showed them the strange letters. She showed them the beautiful pictures, and told them how they had been drawn and painted.

They admired the book very much, for they had never seen anything like it.

"But the best part of it is the story which it tells," said their mother. "If you could only read, you might learn that story and enjoy it. Now I have a mind to give this book to one of you."

"Will you give it to me, mother?" asked little Alfred.

"I will give it to the one who first learns to read in it," she answered.

"I am sure I would rather have a good bow with arrows," said Ethelred.

"And I would rather have a young hawk that has been trained to hunt," said Ethelbert.

"If I were a priest or a monk," said Ethelbald, "I would learn to read. But I am a prince, and it is foolish for princes to waste their time with such things."

"But I should like to know the story which this book tells," said Alfred.

II

A few weeks passed by. Then, one morning, Alfred went into his mother's room with a smiling, joyous face.

"Mother," he said, "will you let me see that beautiful book again?"

His mother unlocked her cabinet and took the precious volume from its place of safe keeping.

Alfred opened it with careful fingers. Then he began with the first word on the first page and read the first story aloud without making one mistake.

"O my child, how did you learn to do that?" cried his mother.

"I asked the monk, Brother Felix, to teach me," said Alfred. "And every day since you showed me the book, he has given me a lesson. It was no easy thing to learn these letters and how they are put together to make words. Now, Brother Felix says I can read almost as well as he."

"How wonderful!" said his mother.

"How foolish!" said Ethelbald.

"You will be a good monk when you grow up," said Ethelred, with a sneer.

But his mother kissed him and gave him the beautiful book. "The prize is yours, Alfred," she said. "I am sure that whether you grow up to be a monk or a king, you will be a wise and noble man."

And Alfred did grow up to become the wisest and noblest king that England ever had. In history he is called Alfred the Great.

Lower Case p, q & r in Nature

Find the letters p, q & r (or things that have these letters in their names) in nature, gather things from nature or create the letters p, q & r in nature with branches, leaves and/or rocks.

Afternoon Craft or Handwork Day #2: Spool Knit Mop

First you will tell the story and then you will start the project. This project will take the rest of the month to complete (for most students).

The Father of Corn

Native American Story

In the long, long ago, a poor Ojibwa Indian lived with his wife and children in a remote part of the present state of Wisconsin. Because he was such a poor hunter, he was not very expert in providing food and supplies for his family.

His children were too young to give him much help. But he was a good man with a kind and contented disposition. He always was thankful to Chief of the Sky Spirits for everything he received to share with his family.

His good disposition was inherited by his eldest son, who had just reached the age when he wanted to pursue his Guardian Spirit Quest. Each young Indian boy looked forward to the time of finding the secret Spirit that would be his guide through his life. Each boy sought to learn his spirit name and what special power would be given him by his Guardian Spirit.

Eldest son had been obedient since early childhood. He seemed pensive, thoughtful of others, mild in manner, and always a joy to his family and to his tribe. At the first indication of spring, tradition told him to build a hut somewhere in an isolated place. There, he would not be disturbed during his dream quest. He prepared his hut and himself and went immediately to begin his fast for seven days.

For the first few days, he amused himself walking in the woods and over the mountain trails. He examined trees, plants, and flowers. This kind of physical effort in the outdoors prepared him for a night of sound sleep. His observations of the day filled his mind with pleasant ideas and dreams.

More and more he desired to know how the trees, plants, flowers, and berries grew. Seemingly they grew wild without much help from the Indians. He wondered why some species were good to eat, while others contained poisonous juices. These thoughts came back to him many times as he retreated to his lodge at night. He secretly wished for a dream that would reveal what he could do to benefit his family and his tribe.

"I believe the Chief of Sky Spirits guides all things and it is to him I owe all things," he thought to himself. "I wonder if Chief Sky Spirit can make it easier for all Indians to acquire enough food without hunting animals every day to eat."

"I must try to find a way in my dreams," he pondered. He stayed on his bed the third day of fasting, because he felt weak and faint. Sometimes he thought that he was going to

die. He dreamed that he saw a strong, handsome young man coming down from the sky, advancing toward him. He was richly dressed in green and yellow colours. He wore a plume of waving feathers on his head. His every movement was graceful.

"I have been sent to you," said the sky-visitor. "The Sky Chief who made all things in the sky and upon the earth intends for me to be your Guardian Spirit and I have come to test you.

"Sky Chief has observed all that you have done to prepare yourself for your Quest. He understands the kind and worthy secret wish of your heart. He knows that you desire a way to benefit your family and your tribe. He is pleased that you do not seek strength to make war. I have come to show you how to obtain your greatest wish. First, your spirit name shall be Wunzh."

The stranger then told Wunzh to arise and wrestle with him. This was the only way for him to achieve his sacred wish. As weak as he was from fasting, Wunzh wondered how he could ever wrestle the stranger.

He rose to the challenge--determined in his heart to die in the effort if he must. The two wrestled. After some time when Wunzh felt nearly exhausted, the Sky Stranger said, "It is enough for today. I will come in tomorrow to test you some more." Smiling, the visitor ascended in the same direction from which he came.

Next day at the same time, the stranger appeared. Again the two wrestled. While Wunzh felt weaker than the day before, he set his mind and heart to his task. His courage seemed to increase, however, in reverse proportion to his waning physical strength. The stranger stopped just in time before Wunzh dropped to the ground.

"Tomorrow will be your last chance. I urge you to be strong, my friend, as this is the only way for you to achieve your heart's sacred wish," said the sky-visitor.

Wunzh took to his bed with his last ounce of energy. He prayed to the Sky Chief for wisdom and enough strength to endure to the end of his Quest.

The third time they wrestled, Wunzh was so weak that his arms and legs felt like rubber. But his inner determination drove him forward with the kind of endurance necessary to win. The same length of time passed as in the first two wrestling bouts. Suddenly the stranger stopped and declared himself conquered by Wunzh!

Then the sky-visitor entered the lodge for the first time. He sat down beside Wunzh to instruct him in the way he should now proceed to achieve his secret wish.

"Great Sky Chief has granted your desire. You have wrestled manfully. Tomorrow will be your seventh day of fasting. Your father will come to see you and bring you food. As it is the last day of your fast, you will be able to succeed.

"Now I will tell you what you must do to achieve your final victory. Tomorrow we will wrestle once more. When you have prevailed over me for the last time, then throw me down and strip off my clothes. You must clean the earth of roots and weeds and make the ground soft. Then bury me in that very spot, covering me with my yellow and green clothes and then with earth.

"When you have done this, leave my body in the earth. Do not disturb it. Come occasionally to see if I have come to life. Be careful to see that no grass or weeds cover my grave. Once a month, cover me with fresh earth. If you follow what I have told you, you will succeed in your Guardian Spirit Quest. You will help your family and all the Indians by teaching them what I have now taught you," the Sky Stranger concluded as they shook hands and the visitor left.

On the seventh morning, Wunzh's father came with some food.

"My son, how do you feel? You have fasted long enough. It is seven days since you have eaten food. You must not sacrifice your life. The Great Spirit does not require that of you."

"My father, thank you for coming and for the food. Let me stay here alone until the sun goes down. I have my own special reasons."

"Very well. I shall wait for you at home until the hour of the setting sun," replied the father as he departed.

The Sky Stranger returned at the same hour as before. The final wrestling match began. Wunzh had not eaten the food his father brought. But already he felt a new inner power that had somehow been given to him. Was it Spirit Power from his Guardian Spirit?

Wunzh grasped his opponent with supernatural strength and threw him to the ground. Wunzh removed the beautiful clothes and the plume. Then he discovered his friend was dead.

He remembered the instructions in every detail and buried his Guardian Spirit on the very spot where he had fallen. Wunzh followed every direction minutely, believing his friend would come to life again,

Wunzh returned to his father's lodge at sundown. He ate sparingly of the meal his mother prepared for him. Never for a moment could he forget the grave of his friend. Throughout the spring and into summer he visited the grave regularly. He carefully kept the area clean of grass and weeds. He carefully kept the ground soft and pliable. Soon he saw the tops of green plumes emerging through the earth. He noticed that the more care he gave the plants, the faster the green plumes seemed to grow.

Wunzh concealed his activity from his father. Days and weeks passed. Summer was drawing to a close. Then one day, Wunzh invited his father to follow him to the site of his Quest. He showed his father the graceful-looking plants growing there. They were topped with yellow silken hair and waving green plumes. Gold and green clusters of fruit adorned each side of the stalks.

"Father, these plants are from my dream friend," explained Wunzh. "He is my Guardian Spirit, a friend to all mankind, named Mon-daw-min, meaning 'corn for all Indians.' This is the answer to my Quest, my secret heart's wish. No longer will we need to hunt animals every day for our food. As long as we take care of our corn gift, the earth will give us good food for our living."

Wunzh pulled off the first ear of corn and give it to his father.

"See, my father. This corn is what I fasted for. The Chief of Sky Spirits has granted my Quest. He has sent us this wonderful new food of corn. From now on our people need not depend entirely upon hunting and fishing to survive."

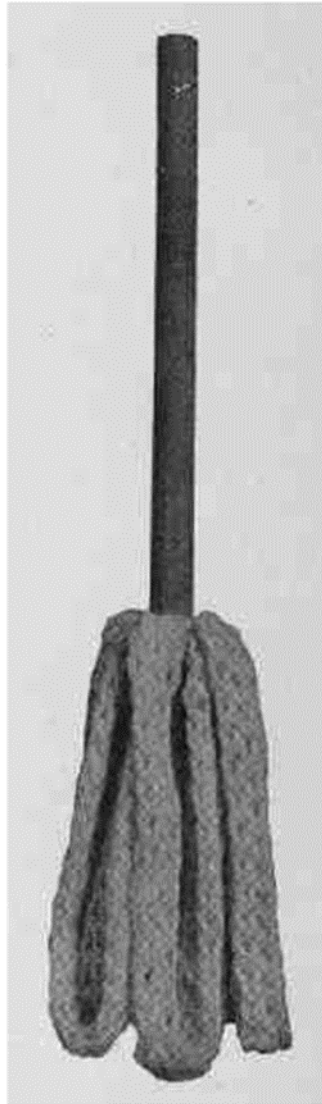
Wunzh talked with his father, giving him all of the instructions he had received from his Guardian Spirit. He showed his father how the corn husks should be pulled off the stalks, and how the first seed must be saved for future plantings. He explained how the ears of corn should be held before the fire only long enough for the outer leaves to turn brown, so that the inside kernels remained sweet and juicy.

The entire family gathered for Wunzh's feast of corn. The father led a prayer of thanksgiving for the bountiful and good gift from the Chief of Sky Spirits. Wunzh felt happy that his Guardian Spirit Quest was successfully completed.

This is how Wunzh became known as the father of Indian corn by the Chippewa and Ojibwa Indian tribes.

Dust Cleaner Made With Spool Knitting

To create this dust cleaner you will use the spool knitting skills the children learned in first grade.



This is made of white knitting cotton yarn. It requires two yards of flat or three yards of round web. First you need to spool-knit the yarn. Then, secure a piece of stick or better still a piece of half-inch dowel ten or twelve inches long, for a handle. Cut a groove with a knife around one end to keep the web from slipping off.

Sew the web into loops three and a half or four inches long. Draw them in around the end of the handle with the sewing string just in the groove. Then wind the sewing string around two or three times, tie, and clip off at the ends.

Afternoon Music Lesson: Day #2

Today you will either start learning the song of the month or you will go back to the August lesson plans and the teacher support video (How to Teach Pentatonic Recorder) and do some review with your student(s). If your students are already comfortable with the recorder or have reviewed it already you can start learning the song of the month that is listed in the first week of September, "Harvest Moon".

Special Snack of the Week: Corn Potato Chowder

2 med. Potatoes; peeled and diced
1 med. Onion; thinly sliced and separated into rings
1/2 c Chopped celery
1/2 c Water
1 tsp Salt
1 17 oz. Can Whole kernel corn
1 1/2 c Milk
1/4 tsp Dried marjoram
5 sl Bacon; cooked crisp and crumbled
Butter or margarine

In medium saucepan combine potatoes, onion, salt and water. Cover and cook until vegetables are tender - about 15-20 minutes. Stir in undrained corn, milk, marjoram and a dash of pepper. Heat through. Serve garnished with bacon bits and a pat of butter or margarine.

Main Lesson Day #3: Part One: Lower Case "p"

We will use a 2-day rhythm with the lower case letters. The second grade child is ready to move a bit faster through these letters. In addition, they will be practicing these all year so this will not be the only time they are introduced to them. Some second grade students may come into second grade already familiar with the lower case letters. This is OK. It is still beneficial to do these lessons. Today you will tell the story for the letter "p" and draw a picture with the letter "p". Tomorrow, after a day to rest on this original lesson, you will have the student(s) write the letter "p" in their Main Lesson Book.

Lower Case “p”

By Kristie Burns

Hint: This story is more fun with participation. Have the student(s) make the laughing, sighing, gasping and other sounds the little penguin makes during the story.

Once upon a time a little penguin was sitting at home when he heard another penguin call an emergency call from outside his home. It was a call that had been passed from one penguin to another over many miles. It was a warning. The message was that it was too warm and the penguins needed to move or they might not be able to survive the warm weather that was coming.

However, this little penguin did not want to move. He loved his land very much. When he was little his mother had told him a story about a magic snowflake that could become many snowflakes. So he set out to find this magic snowflake. He would then use this magic snowflake to bring back the cold to his home!

It was a long journey. He had to ask many other penguins for directions before he finally found it – one snowflake, frozen in all perfection – inside of a block of ice.

The little penguin brought it back to his penguin village and set it in the middle of the square. He sat beside it and suddenly realized he didn’t even know how to use it. So he sat staring at it and sighed. The snowflake seemed to dance inside the ice. How could that be possible?

He gasped!

The snowflake moved again!

He laughed with joy! The snowflake moved again. The small penguin realized it was his breath that was causing the snowflake to move so he continued to sigh, laugh, sing and gasp and do whatever it took to get his breath on that block of ice.

The more he laughed, sighed, sung, gasped and breathed on the ice, the colder it became. Soon all the other penguins returned to the village again and to this day, if it ever becomes too warm, the little penguin only needs to sigh, laugh, cough, sing, or gasp onto the block of ice and the weather will become more suitable again.



"p" is for penguin by Earthschooling member Zoe Williams

Handwork & Story Lesson: Day #3

Work on spool knit duster

Main Lesson of the Day: Day #4: Lower Case "q"

Start this lesson by having the student write the lower case letter "p" in their Main Lesson Books. They will create lines to write on as we did in first grade (by using the block crayons on their side to make lined paper) and fill one page with "m". Next, they will learn the story for "q" and color a picture for "q". If you want to save time or the student does not want to create a picture you can always skip the letter picture for the lower case letter. Some students are not as dependent on the letter pictures at this age and the benefit is not as great for them. This completely depends on the student. If your student is already writing all the lower case letters then creating pictures first is not necessary. They will just need to practice their "penmanship" on day two.

Lower Case “q”

One day before writing was invented there were people who spoke to each other and used pictures to write letters. One little boy loved making pictures to send messages to his friends. He was always looking for different colors to draw with. He liked using red rocks to carve out pictures on larger rocks. He liked using leaves to create pictures on wood. He sometimes used berries to draw his pictures.

One day after it had rained he went to the duck pond to feed the ducks and he saw so many feathers in the little pools of water and mud puddles around the pond. It was so peaceful at the pond so he picked up a feather from a little mud puddle. Without even being aware of what he was doing he started tracing pictures in a rock he was sitting next to using the feather. When he looked down he realized the mud was like a paint or an ink and had left impressions of his pictures. So he tried the same thing on some tree bark that was on the ground. It worked on the bark, too!

He was so excited! He sat down and drew pictures on a lot of bark and then brought them home to show his friend what he had seen. His friends were excited, too. He told them, “you can use these feathers to draw anything you want to on this bark so you can tell me stories, too!”

So from that day on his people used bark and feathers to communicate with pictures and soon those pictures became words and the feathers were called QUILLS. The word quill reminded the boy of the quiet pond. And the little “q” always reminded him of the little feathers sticking out of the mud puddles.

Afternoon Crafts & Music

The rest of the week your student will be practicing the song “Harvest Moon” in the afternoon and will be working their mop.

Main Lesson Day #5: Lower Case “r”

We will start the lesson today by having the student fill a page in their Main Lesson book with the lower case “q” they studied yesterday. You will then tell the story for “r” and have them create a picture for “r” in their Main Lesson Book. Since we will not have a second day for “r” you can also have the student fill a page in their Main Lesson Book with the letter “r” today. If you feel that is too much for your lesson today you can have them write their “r” page any time in the afternoon, the weekend, at night or even Monday. You can even assign it as “homework” that they have to do any time on their own.

Lower Case “r”

By Kristie Burns

One rainy day Lily was inside. It was cold and windy and she was bored. She wanted to play outside but she could not. She wanted to invite a friend over but they could not come. She wanted to play with her baby brother but he was sleeping. She wanted to help her mom but her mom was cooking dinner and told her to “stay away from the stove”. So Lily looked out at the rain and felt very gloomy. So she decided to read a book.

She read one chapter and it was still raining.

She read another chapter and it was still raining.

She read chapter three and it was still raining.

Finally she forgot about the rain and found that she had entered the book completely in her imagination. She was no longer surrounded by rain inside her home. She was in an enchanted forest with fairies and rabbits and magical forest flowers.

Once she finished she remembered where she really was and ran to the window to look for the rain but instead of the rain she saw a rainbow so she spent the rest of the afternoon outside.