

A Prairie Boy's Winter, William Kurelik
Studies in Practical Activities, R. Wilkinson
History of Grains, P. Parish
First Book of Weeds, B.L. Beck
Gardener's Book of Verse, H.V. Wilson
Time for Poetry, M.H. Arbuthnot
This Way, Delight, H. Read
Pfeiffer Garden Book, E. Pfeiffer
Bread, the Staff of Life, Buehr
Grasses, Earth's Green Wealth, Moore
Hiawatha, Longfellow

* * *

ENGLISH

In the English main lessons, three aspects were given particular emphasis. One was the learning of cursive writing. I have developed a certain technique which may not be very original, but it seems to have worked in helping the children to develop a nice handwriting. The test will be if their handwriting remains neat and legible after grade 3! If anyone would like a copy of the plan we used, please send me 15¢ for the cost of mailing and I will send it on. Incidentally, we write or print with colored pencils, and erasers are not allowed. This is to encourage carefulness in copying from the board.

Another aspect of the English blocks is that of grammar. Here Dorothy Harrer's English Manual is an excellent source of ideas. We did no grammar in grade 2, and even in grade 3 it was not taken up in much depth, merely a preparation for further work in grade 4. One should try to correlate this with the foreign language teachers.

Thirdly, some phonetic work was done in connection with the spelling words. One should get a good list of some 200 basic grade 3 spelling words and practice them systematically. After a number of these words had been learned we began a weekly dictation of five or six sentences. Later I plan to develop some composition writing with the children whereby they can feel out and develop their own writing ability. Crossword puzzles and word games can be done in grade 3. There are a number of simple books like those from the Whitman Publishing Company which have suitable crossword puzzles. We will also begin a book in which the children will write down poems and verses they have learned over the years.

A short word on reading: It turned out that half my class were quite good readers, and the other half had not yet quite developed the skill. So the class has been divided up for two reading lessons per week in two groups. The advanced group reads with another teacher and I read with the slower readers. After doing some work in the simple books from Scholastic Book Services, we turned to It Came To Pass, which seems to interest the children considerably. It is very repetitive and is full of thees and thous

A Prairie Boy's Winter, William Kurelik
Studies in Practical Activities, R. Wilkinson
History of Grains, P. Parish
First Book of Weeds, B.L. Beck
Gardener's Book of Verse, H.V. Wilson
Time for Poetry, M.H. Arbuthnot
This Way, Delight, H. Read
Pfeiffer Garden Book, E. Pfeiffer
Bread, the Staff of Life, Buehr
Grasses, Earth's Green Wealth, Moore
Hiawatha, Longfellow

* * *

ENGLISH

In the English main lessons, three aspects were given particular emphasis. One was the learning of cursive writing. I have developed a certain technique which may not be very original, but it seems to have worked in helping the children to develop a nice handwriting. The test will be if their handwriting remains neat and legible after grade 3! If anyone would like a copy of the plan we used, please send me 15¢ for the cost of mailing and I will send it on. Incidentally, we write or print with colored pencils, and erasers are not allowed. This is to encourage carefulness in copying from the board.

Another aspect of the English blocks is that of grammar. Here Dorothy Harrer's English Manual is an excellent source of ideas. We did no grammar in grade 2, and even in grade 3 it was not taken up in much depth, merely a preparation for further work in grade 4. One should try to correlate this with the foreign language teachers.

Thirdly, some phonetic work was done in connection with the spelling words. One should get a good list of some 200 basic grade 3 spelling words and practice them systematically. After a number of these words had been learned we began a weekly dictation of five or six sentences. Later I plan to develop some composition writing with the children whereby they can feel out and develop their own writing ability. Crossword puzzles and word games can be done in grade 3. There are a number of simple books like those from the Whitman Publishing Company which have suitable crossword puzzles. We will also begin a book in which the children will write down poems and verses they have learned over the years.

A short word on reading: It turned out that half my class were quite good readers, and the other half had not yet quite developed the skill. So the class has been divided up for two reading lessons per week in two groups. The advanced group reads with another teacher and I read with the slower readers. After doing some work in the simple books from Scholastic Book Services, we turned to It Came To Pass, which seems to interest the children considerably. It is very repetitive and is full of thees and thous

and words like peradventure, but they enjoy these, too.

- Mel Belenson
Toronto

- - -

We do handwriting and spelling together and now have included some simple grammar and more advanced phonics practice with these. Spelling is dictated as simple sentences, and we use colors for the parts of speech.

We are working on learning to print the italic hand so as to get back into "drawing" letters before we do cursive writing in italic.

- Sacramento faculty

- - -

The following verse is used to walk to, clapping hands for verbs, nouns, and adjectives. It is also used for cursive writing.

January brings the snow
Makes our feet and fingers glow.

February brings the rain
Thaws the frozen lakes again.

March brings breezes loud and shrill
To stir the dancing daffodils.

April brings the primrose sweet
Scatters daisies at our feet.

May brings tulips, lilacs, roses,
Fills the children's hands with posies.

Hot July brings cooling showers
Apricots and gillyflowers.

August brings the sheaves of corn
Then the harvest home is born.

Warm September brings the fruit
Huntsmen then begin to shoot.

Fresh October brings the pheasant
Then to gather nuts is pleasant.

Dull November brings the blast
Then the leaves are whirling fast.

Chill December brings the sleet
Blazing fire and Christmas treat.

- Margaret O'Brien
Detroit

Class Readers Used

Little House on the Prairie, Laura I. Wilder
And It Came To Pass, Juliet Compton-Burnett
Hay for my Ox, I. Wyatt

- Margaret O'Brien
Detroit

Stories from Old Russia, E.W. Dolch
After the Sun Sets, Miriam Blanton
Key of the Kingdom, E. Gmeyner
Aesop for Children, M. Winter
Nature Ways, Dorothy Harrer
Bible Stories, E.W. Dolch
Old Fables Retold, A.W. Crown

- Hilary Winston
Sacramento

* * *

ARITHMETIC

We did measurement using our own bodies as first measure: thumbknuckle, elbow, foot, and hand gave us cubit, fathom, etc. We drew pictures from the story of Noah's Ark and painted the ark in a storm. We also made the ark in clay with the animals in beeswax. We brought the block to a climax by cutting our own cubits from dry sticks one day.

The class worked out a plan on the board for the actual measurement of the ark outside on the playing field. We used a eurythmy-like form to measure, starting from the middle and moving to each side and end using four groups of children, while two maintained the middle point. (You need 450' to do this.) Then all arranged themselves on the perimeter in the shape of a boat. The distance is so great that they could hardly hear me counting cubits from the center as they lay down their measures. At 80 cubits they were completely impressed, and by 150 cubits from center they were literally awe-struck.

- Sacramento faculty

- - -

The work with measurements I tried to keep as simple as possible. When the dimensions of the ark were given, we began our block. Each child made his own "foot", "span", and "cubit" rulers from the dimensions of his own body. We then began to measure various distances around the room and around the school. From this experience the children themselves saw the need for standardized units. Then I introduced the English linear measure, liquid capacities, weights, and square units for areas. One

highlight was the day I brought the scales to class. We all weighed in, and each child's weight was duly noted on the chalkboard. Then it was my turn to mount the scales. As I am somewhat heavy, all the children were very curious about how much Mr. Glaze weighed. After noting my weight, I gave the children the challenge of finding the right three third graders whose combined weight would equal mine. They found several combinations of children. We then retired to the playground to see what would happen on the seesaw.

- Sam Glaze
Highland Hall

- - -

Between the two language art blocks in the period from September to December there was a math block. In this we reviewed column addition with carrying; from there we went on to column multiplication, then column multiplication with carrying. Subtraction and division were continued. In January we reviewed this, along with subtraction with borrowing and long division using Dr. Baravalle's step-by-step method.

In the block before Easter we recapitulated the above and added situation questions, in which a problem was given orally and the children wrote the algorithm followed by a few written problems. In the last three weeks of school we attempted to cover weights and measures, but only did measurement. We'll pick up weights in the fall!

- Margaret O'Brien
Detroit

- - -

We scheduled three main lesson blocks on Measurement, one in each term during which new math concepts were developed: borrowing, carrying, cross-multiplication, long division. In the first block we learned about measuring distance (feet, paces, yards, fathoms, etc) with particular emphasis on the historical development of the English system and man using his body as a means of measuring things. We also measured with our rulers.

In the second block we learned about weight, volume, and money. The children even made their own money to count with. In the third block we will take up the metric system in order to gain a feeling for these measurements with which we will then have to work in the future. We will also learn to read the barometer and learn how man measures time.

- Mel Belenson
Toronto

* * *

MUSIC

There is much that can be done to prepare the third grade child for the intellectual experience of note-reading.

Beginning with the early grades the child must experience music-making. Now, how do we accomplish such a thing on a non-intellectual basis? There are many ways. We involve the child in improvising music via the simple percussion instruments. We encourage body rhythms as we experience rhythm through speech and music. In first grade we introduce the child to the recorder which he learns by imitation. The child need not practice any of these music-making experiences. He need only enjoy them! The wise teacher carefully brings out the creativity of the children as they work in the simple pentatonic scale. There are no wrong notes - no "do it over" because of dissonant sounds.

As the children progress in their creativity it becomes increasingly necessary to put down on paper or blackboard the little songs that come from them. The teacher has led them to a need for note-writing and reading. What a much better way than artificially imposing it upon them.

- Margaret Preston, Music
Sacramento

- - -

Songs and Rounds Used

Zum Gali Gali, Israeli work song
The Mill, German folk song
Little Red Hen, Bruce Weinberger, Detroit Waldorf School
Let My People Go
Polish Haying Song
Indian Lullaby, in Sing Through the Seasons

- Detroit faculty

* * *

FOREIGN LANGUAGES - GERMAN

To introduce verbs in the singular person in grade 3, we try to connect the verb with the action. Thus, the teacher introduces first three, then five or more verbs by acting and speaking. The children then carry the action in pantomime. One child steps in front of the class to act out a verb, and the other children have to guess what this child is doing by asking, "Gehst du?" "Schreibst du?" "Spielst du?"

The acting child answers, "Ja, ich gehe." "Ja, ich schreibe."
"Ja, ich spiele." Later, you can introduce the negative.

The next step will be to ask another child about the one in front who is acting. "Was macht Arnold?" "Arnold geht." "Arnold schreibt." "Arnold spielt." One can switch to er/sie, substituting the pronoun. This way you can introduce the singular conjugation in an active way, and the children understand the importance of these words while also enjoying the lesson.

- Inge Schukla, German
Toronto

- - -

FOREIGN LANGUAGES - SPANISH

The Old Testament stories used in the third grade are particularly suited to the teaching of foreign languages. It is necessary to keep in close contact with the class teacher, and present the same material some weeks after the children have heard it in English. I have the children learn the first day of creation in Spanish after they have learned it in English. When the children have learned a psalm in English, I then bring it to them in Spanish. The stories of the Old Testament can be used not only as lesson material, but also in presenting plays in the foreign language. I have used the stories of Noah and Moses for plays in Spanish.

As the Bible is poetic in all languages (except some modern translations), I use Old Testament verses almost exclusively instead of other poetry in third grade.

One of the games I use to help the children learn vocabulary is "loteria." I make many cards using pictures of ordinary objects. Each child makes a card for himself with 16 squares on it. As the cards are called, each child repeats the sentence that goes with it and marks the ones he has. When he has four in a row, he calls out "loteria." The children really enjoy this game, much like our Bingo.

- Marta Harris, Spanish
Sacramento

* * *

HOLIDAYS

One project my class undertook was a pioneer effort in our school. In the Michaelmas season we also celebrated the Jewish holiday of Sukkoth. Jewish New Year and Yom Kippur have been traditional in my class, but this year was our first Sukkoth. I felt that this holiday fit well into the third grade. First of all, Sukkoth is a festival of the harvest, relating to our work with farming which was to come later in the year. During Sukkoth one builds a booth in one's yard. It is a reminder of the harvest booths built out in the fields during the busy time of that season when there wasn't time to return to one's home

for eating and sleeping. The Sukkoth is a temporary home. Some families sleep and eat in them during the week-long holiday; others simply eat in them or have one meal in them.

The third grade built a Sukkoth from ivy and tree clippings woven around a latticework of twine tied to a wooden frame. For a week we ate our lunch in the Sukkoth. As it was not big enough to accommodate the whole class, we had to take turns. The Sukkoth also is a reminder to the Jewish people of the days in the wilderness with Moses, a time when such booths were the only home the Hebrew people had.

- Sam Glaze
Highland Hall

* * *

We celebrated the festival of Hannukah by presenting a play in verse about the Macabees which I wrote (available for 15¢ on request), and at this writing I hope to celebrate Passover with a Passover-like meal in class.

- Mel Belenson
Toronto

* * *

SCHEDULES - MAIN LESSON BLOCKS

As noted on page 3, we began the year with Old Testament stories. The rest of the year was divided up into three alternating main lesson blocks, each three or four weeks long, or about 12 weeks total for each subject through the year. These blocks were Measurement, English, and Practical Activities. Math problems and spelling-reading practice accompanied the children throughout the year.

- Mel Belenson
Toronto

- - -

SCHEDULES - DAILY

To be found on following pages

HIGHLAND HALL GRADE 3

Period	Monday	Tuesday	Wednes.	Thursday	Friday
8:15-10:05	MAIN LESSON →				
10:30-11:15	German	Strings	Spanish	Strings	Math*
11:15-12:00	Math*	Spanish	Math*	German	Crafts
12:00-12:45	LUNCH →				dismissed at 12:45
12:45-1:25	Crafts	Drawing	Modeling	Painting	X
1:25-2:05	Games	Games	Singing	Painting	
2:05-2:45	Garden+	Garden+	Garden+	Recess	
+ 1/3 of class each day; others in recess * if math is main lesson, we read					

KIMBERTON FARMS GRADE 3 (PROPOSED)

Period	Monday	Tuesday	Wednes.	Thursday	Friday
8:20-10:00	MAIN LESSON →				
10:15	Spelling/ Eurythmy	Spelling/ Music	Eng/Arith /Eurythmy	Painting	Foreign Lang.
11:05	Foreign Lang.	Painting	Foreign Lang.	Foreign Lang.	Arith/ Story
11:55 12:20	LUNCH →				
	RECESS →				
12:40	READ & REST →				
1:05	Show/tell Library	Reading/ Acting	Form Design	Reading Music	Drawing
2:00	Writing	Crafts	Activities	Crafts	Activities
2:40 - 3:30	Gym	Writing Clean-up	Gym	Writing Clean-up	Clean-up

WALDORF SCHOOL, GARDEN CITY GRADE 3

Period	Monday	Tuesday	Wednes.	Thursday	Friday
8:20 - 10:00	MAIN LESSON →				
10:20 - 10:50	French	Crafts	French	Crafts	Gardening to 11:10
10:50 - 11:25	Class*	Gym	Class	Gym	Class
11:25 - 12:20	LUNCH & RECESS →				Music to 11:50
12:25 - 12:55	Music	Shop to 1:10	Music	Class	Dismissed at noon
12:55 - 1:40	Class	Class	Class	Class	
1:40 - 2:05	Eurythmy	German	Eurythmy	German	
2:05 - 3:10	Class	Class/ Library	Class	Class	
* Class time with the class teacher includes reading, writing, spelling, arithmetic drill, painting, etc.					

PUBLICATIONS AVAILABLE

From: Waldorf Institute for Liberal Education
 Cambridge Avenue
 Garden City, N.Y. 11530

Dorothy Harrer: English Manual.....\$4.00
 Math Lessons..... 4.00
 Ancient History..... 4.00
 Nature Studies..... 2.00
 G. Grohmann: The Living World of Plants..... 4.00
 R. Steiner: Social Basis of Education..... 1.50
 (recommended reading for the
 June conference)
 Henry Barnes: On the Teaching of History..... .50

Note: Dorothy Harrer's Roman Lives is ready for printing.
 An order form may be found on the next page. In order
 for us to have an idea of how many copies should be
 reproduced, please fill in and return this form if
 you will want a copy.

A.C.