

THE SPRING 1978 ISSUE

THE PRE-SCHOOL

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DAILY ROUTINE

Shortly after everyone has arrived in the morning, the children are gathered together with a song. We form a circle with our chairs and our day's activity is begun around the light of our candle on the log in the center of the circle, as we hear a verse of Rudolf Steiner's.

After our circle time of music, poetry, conversation, and "show and tell" (nature and hand-made items only), we have our project time: Monday - coloring; Tuesday - beeswax; Wednesday - painting; Thursday - eurythmy; Friday - clay or baking. Our project time is followed by outside play, snack, creative play, clean-up by everyone, story time or a puppet show, rest, and a good-bye circle. We end our morning together with these words spoken to eurythmy: "Guardian Angel that I love, look at me from above."

Everyone is taught songs through repetition about the different seasons of the year.

- Patsy McCloskey
Carmen Givens
Washington Waldorf School

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LITTLE BROTHER

Quite by accident I found the perfect ambassador between school and home. The children often bring a lovely shell, flowers, or some special treat to share and I wanted to acknowledge these thoughtful gifts in some way. So I made a little pouch for a certain lively little purple dwarf whom we call Little Brother. The children help me write little "thank-you" messages, sprinkled with hearts and kisses, which are then placed in the pouch. That evening the child whose mother has baked the goodies or sent the nature treasure takes Little Brother home for an "adventure", to return in the morning. More often than not there is a delightful message for us, and sometimes even a pouchful of raisins or nuts to enjoy at snack time.

Parents seem to enjoy this little game as much as we, as is evidenced by the care with which they return the message, sometimes with drawings or even a colorful original little poem. It serves to give them a peep into the classroom and, of course, Little Brother's adventures ("He helped me scramble the eggs," or "He jumped into the wash basket!") help to bring the home into our circle.

- Ella Baker
Detroit Waldorf School

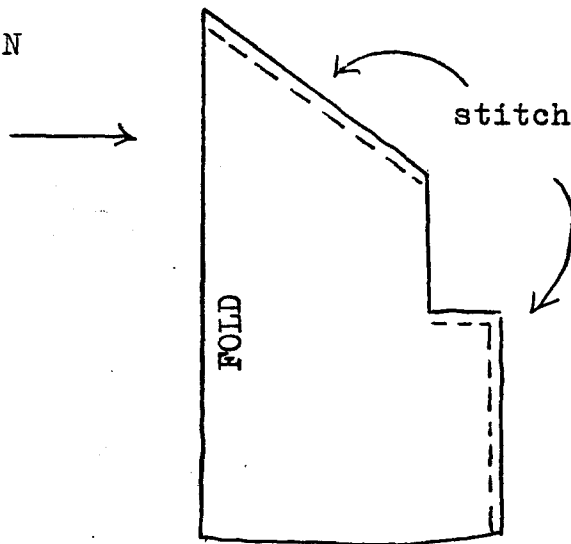
THE SEASONS

A Spring Garden

A project which has been not only fun but full of surprises is the Kindergarten's spring garden. The children helped in planting grass seed in shallow dishes, clay pot saucers, both to take home eventually, and in a large dish for the classroom. As the grass has sprouted we have added small stones which have been gathered during our walks in the woods.

The teacher contributed by making little felt elves that the children stuffed with wool to add to their gardens to watch over them. As Easter approached, a small single egg, colored, appeared in each garden. The children then took the Spring Gardens home to be enjoyed and cared for.

P A T T E R N
F O R
E L V E S



- Patsy McCloskey
Carmen Givens
Washington

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Little Autumn - A Play

(To be done with children in Circle)

1. Now comes the fall, now comes the fall
Summertime has left us all.
2. Sunshine paints the apples red,
Golden grains have ripened for bread.
1. Apples, pears, and grapes so sweet,
Nuts and plums and precious wheat;
2. Heavenly gifts for everyone,
Gather them! Thanks to earth and sun.

by Mrs. Hari & Mrs.
Christen, Bern, Switzerland
trans. by Elisabeth Haas

4. With scented flowers of every shade
We greet you, Michael, with your blade.
1. Now comes the fall, now comes the fall,
Summertime has left us all.
5. See the dragon slinking in mist
The flaming sword in Michael's fist.
4. With Michael's sword of flaming rays,
Banish the dragon and limit his ways.

Now comes the fall, now comes the fall, summertime has left us all, sunshine paints the
apples red Golden grains have ripened for bread with scented flowers of
every shade we greet you Michael with your blade. See the dragon slinking in mist The
flaming sword in Michael's fist

- Detroit Waldorf School

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LUNCH PROGRAM

When the current grade school buildings were planned we wanted to serve lunch to all the children. Preliminary work with the architect produced sketches of a large kitchen and dining room area. But as the building progressed, it was evident that there was no available space for the food area of the school, after other needs such as a eurythmy room and a laboratory were met.

Now, I have never really experienced what a classroom is like when twenty or more children open up their lunch boxes and thermoses all at once. Sandwiches are unwrapped - tuna, sardines, hard-cooked egg, egg salad, salami, bologna, pastrami, pickles! - nice fresh fruit: bananas and oranges - all very delicious by themselves. But when all this is open and there are twenty different lunch box smells mingling, it is not always appetizing. We are already beyond pleasure and reaching for the garbage can.

I met such a classroom one day last year, and once more I thought longingly of a real lunch program for the children, especially for the younger children. Since at Green Meadow we have a full day program for pre-school children, I began to think seriously of well-prepared, warm meals at noon. The idea was put forward, accepted, and we began it last fall.

Now, my basic thoughts on the subject were: simple food and possibly foods the children did not know and had not met at home; colorful food, and food prepared in the children's immediate surroundings so that they could participate and anticipate lunchtime. I find that they do this with great joy. "What are we having for lunch today?" greets me in the morning. Or, especially the ones who do not stay will come and say, "Oh, what do you have today? Smells good...mmm, spaghetti!"

In the beginning I tried to prepare some of the foods in the afternoon, after the children woke up from their rest period, so they could participate in the preparation of the morrow's food and look forward to it. We made breads - not the dough itself, but the loaves, the shaping of them. Sometimes it was bagels, sometimes little tiny loaves which they so enjoyed kneading and forming. They help to grate the cheese for the macaroni and cheese or make the filling for blintzes or crepes, our very special treat each week. They know how blintzes are made and folded, and how they differ from crepes.

Our menu is totally vegetarian. Meat is hard to handle, hard to keep fresh, it is expensive, and the children do not need it. They get all the meat they need at home. We use no fish and we use approximately one egg per child a week. We do have a great variety of cheeses: cream, cottage, Jarlsberg, mozzarella, parmesan (nice, hard, fresh parmesan which is so hard to grate but tastes so wonderful), Monterey Jack, Longhorne, and Munster have been our choices.

Our morning snack had already incorporated a variety of grains, corn and millet and wheat. I expanded that list for lunches to include rice, barley, bulgar wheat, couscous, kasha, and rye. The morning snack bread is a wheat and white flour mixture, sprinkled with sugar and cinnamon, and rolled up with raisins and soy beans. So, the afternoon bread is a mixture of rye, white, and wheat germ because it also must taste delicious with the cheese.

In the fall we started out on a trial and error basis as far as the menu was concerned, because what you think children like to eat is really not always what they do like to eat. I thought they would enjoy cole slaw; they didn't. One salad item that caught on, somewhat to my surprise, was pickled beets which look so beautiful with the white foods such as gnocchi and macaroni with cheese.

In the fall we were rather lucky with our garden harvest. I tried to bring as many things as possible from home, especially unusual things, or I purchased them from a nearby farm. The children learned to eat raw kohlrabi, raw Jerusalem artichokes, raw rutabaga, turnips, and zucchini. The only cooked vegetables I serve are in the hot, thick soups which are really loaded with vegetables, as is the barley casserole. Other than those dishes, it is all finger foods, which I try to arrange colorfully and choose carefully to complement the main dish. I try to have ten main dishes so that we have a rotation of an every other week menu.

One of the new foods the children have been introduced to is barley, and they really have come to love it. Another very strange food is gnocchi. Of course, there are many different ways of making it - I make mine with milk and farina. One secret I have discovered, especially with the macaroni and cheese (which the children did not like the first time I served it on the very first day of school thinking it was absolutely foolproof!) was that some things have to be crunchy, with beautifully browned edges and bottoms so that you can really get your teeth into them.

An apple juice and peppermint tea mixture is served at morning snack and milk at lunch time. We serve raw fruits, occasionally switching to a mixture of dried nuts, raisins, apple rings and pineapple. It is difficult to deal with the ripening times of different fruits, as well as their storage, but I felt that they must be included in the children's menu. Originally, I left the fresh vegetables and fruits unplanned; I simply bought as many items as I needed for the week and served them as the day came around, the fruit according to its ripening. But I also wanted to make the menu as nutritionally adequate as possible, so I tried to serve a citrus fruit with a high vitamin C content when the main course was lacking in it.

Another consideration was that the children should have a certain amount of choice from time to time. With the minestrone soup, for example, they may say if they would like to have grated cheese in it or not. The spaghetti is made with an embellished canned tomato sauce into which I put a lot of vegetables, cook, and then strain. The spaghetti itself is one-third whole wheat and two-thirds semolina into which is stirred some grated parmesan cheese. As it is baked, at the very end I put thin slices of mozzarella on the top, which then melts. At table, the children are asked, "Do you wish it with or without cheese on top?" Most of them love it; some do not. They may choose, yet the cheese inside the casserole nourishes them.