



Modern Waldorf Online, Australia

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PREP Term 1 (Weeks 1-3)

Developmental Phase: magic happens everywhere. At this age, many young children believe magic still occurs everywhere: gnomes, fairies, angels, pixies, nymphs, goblins, unicorns and dragons are woven through the curriculum. Prep and grade one are good times to explore traditional fairy folk tales that are rich in language. Try not to change the wording of stories to make them simpler. Stories and poetry rich in language are just perfect for English immersion, even if some words are not yet completely understood.

Main Lesson Overview	
Weeks 1-3	“The Little Gnome” Lines (Mathematics/The Arts/Design)
Weeks 4-7	“A is for Angel” The Letters (English/The Arts)
Weeks 8-10	“Nature’s Magic” (Science/HASS)

Materials List (required):

Main Lessons Books - no lines

Scrapbook or similar for Maths and English work

Block Crayons

Triangular Giant Pencils: coloured and lead

Watercolour paints

Art Paper

A card for the local library, or a good selection of children's books
(some of which have not been read before)

Ribbon (week 2)

<http://www.mercurius-australia.com/>

<https://www.dragonflytoys.com.au/>

Recommended Materials (not required):

Recorder

Natural Fleece

Blackboard and good quality chalk

Coloured Kite Paper

Waldorf Book Ideas

Children of the Forest by Elsa Beskow

Pippa and Pelle by Daniela Drescher

All Through the Year by Jane Godwin and Anna Walker

Pip the Gnome by Adam Kwant

<http://www.mercurius-australia.com/><https://www.dragonflytoys.com.au/>**Weekly Timetable Suggestion**

Times	Monday	Tuesday	Wednesday	Thursday	Friday
Morning Session	Main Lesson	Main Lesson	Main Lesson	Main Lesson	Main Lesson
Middle Session	English or Mathematics	English or Mathematics	English or Mathematics	English or Mathematics	English or Mathematics
Afternoon Session	Hands on activities/real world experiences/physical activities	Hands on activities/real world experiences/physical activities	Hands on activities/real world experiences/physical activities 1	Hands on activities/real world experiences/physical activities	Hands on activities/real world experiences/physical activities

Afternoon session ideas: watercolour painting, dance, recorder/music, martial arts, sports, gymnastics, building, bush play, outdoor exploration, family outings, special interest projects.

Rhythms - It is important to create rhythms for the children at this age so that they feel a sense of stability, and they know what is to come. Verses for breaks are helpful. These beautiful verses below (known all over the world) can be used throughout the day. Children can incorporate their own actions.

Maths and English Main Lessons During Prep: When children are completing literacy-based main lessons, their number of literacy sessions in the middle of the day are reduced and vice versa with mathematics.



*Blessings on the blossoms
Blessings on the roots
Blessings on the leaves and
stems
and blessings on the fruits*

Morning Verse

The Golden Sun-so great and bright
Shines on the world with all its might
It makes the dark earth green and fair
Attends each thing with loving care
It shines on blossom, stone and tree
On bird and beast, on you and me
Oh may each deed throughout this day
May EVERYTHING I do and say
Be bold, and strong, and true
Oh GOLDEN SUN, like you

MORNING TEA BLESSING

Thank you for the world so sweet
Thank you for the food we eat
Thank you for the birds that sing
Thank you world, for everything.

Ending Verse

Irish Blessing

May the road rise to meet you
May the wind be always at your back
The sun shine warm upon your face
The rain fall soft upon your feet
And, until we meet again,
May you be held
In the palm of love.

Numbered Levels of difficulty 1-3

Have children choose their own level of difficulty. If it is too easy, guide to the next level, and vice versa.

Week 1

Story to tell the night before Lines Main Lesson

The Little Gnome 1

There was once a little gnome who lived way under the earth.

He lived so far down that he had never actually been up above the ground.

He had heard such wonderful things about it, though!

The brown, rounded walls of his underground home were all he knew. And though he loved his deep, earthy home so very dearly, he often wondered about what the 'above ground' might look like.

He had heard his father tell of the round shape of the sun and trees stretching so tall in straight lines that he had never seen before. His mother had told him of an ocean that had flat and wavy lines all at once!

He longed to see the world above, and so, he packed his little bag, and decided to brave the unknown.

Day One

Main Lesson - The Little Gnome

Introduction/physical: Ask students to describe lines in the environment. Go on a line hunt!

Use the following language loosely

-What kinds can you see? (*curvy, straight etc.*)

-See the ____ line over there? *It's diagonal.*

-That's a parallel line, they go together

-those lines are horizontal, they lie down

-This line is vertical, it goes up and down

Verse/Song: *Bumping up and down!* (appendix)

Learn and sing the verse together.

Eventually create actions together that show the movements of the vehicles.

As children become more confident, they can make up some of their own verses.

Questions: In our story from yesterday, where did the little gnome live?

What did he want to do? What do you think will happen?

Retell: Ask the children to retell the story of The Little Gnome from yesterday in their own words.

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Book Work:

Create a title page for The Little Gnome main lesson (idea below)

Level 1: Draw only

Level 2: Draw and copy over writing: 'The Little Gnome' as title

Level 3: Draw and write on your own (copy from the blackboard or paper written by parent): 'The Little Gnome.'



Story: The Little Gnome 2

It took several days for the little gnome to dig through the earth, up, up, up and out into the world.

When he finally popped out of the earth, he looked up and saw hundreds of straight lines! It certainly wasn't the blue sky he had heard all about.

All of a sudden he heard children laughing and thumping above him - almost like the Seed Children he'd heard when they came down for winter. Noisy, noisy giggles. He laughed a little too.

The gnome realised he was not under the blue sky of the above world, but he had come right up and found himself underneath a house!

The smooth lines of the wood on the underside of the house reminded him of his little table back home- but they were on such a large and beautiful scale, that he almost fell right back down his little hole.

'What beauty,' he said to himself.

Break

English

- Story Cards and sequencing (appendix)
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Level 1: Use the cards to create/tell a story. Make sure there is a beginning, a middle and an end! Share the story with your parents/teacher.

Level 2: Draw the story in order (beginning, middle, end)

Level 3: Include some written words or sentences

Main Lesson

Verse/Song/Physical:

Bumping up and down!

Learn and sing the verse together.

Eventually create actions together that show the movements of the vehicles.

As children become more confident, they can make up some of their own verses.

Questions: In our story from yesterday, where did the little gnome end up?

What did he see? What special lines did he see? What do you think he might see next?

Retell: Ask the children to retell the story of the Little Gnome from yesterday in their own words.

Book Work:

Model vertical lines with block crayons in books.

'When he looked up, he didn't see the sky. The little gnome saw the vertical lines of the wooden house. They went up and down like this.'

Level 1: Draw only

Level 2: Draw and copy over writing: 'Vertical Lines' as title

Level 3: Draw and write on your own (copy from the blackboard or paper written by parent): ‘The Little Gnome saw vertical lines.’



Story: The Little Gnome 3

The little gnome could no longer hear the children laughing from inside the house. What he heard instead was a loud screeching sound from outside. He scurried out towards the light. His eyes could not quite adjust to the brilliant brightness of the world around him.

After a while, he saw a large golden orb in the blue sky.

‘The sun!’ he said. ‘What a magical thing.’ He felt the warmth envelop him. The warm feeling spread over his skin and body. He felt relaxed and happy.

But what had the screeching sound been? Then, it came again. *SCREECH*.

The little gnome looked over to see a bird from one of his books. Its black and white feathers shone. Then it spread its wings and flew up into the sky towards the sun.

Afternoon session idea: create a watercolour painting of the sun.

Break

English

- Story Cards and sequencing (appendix)

Level 1: Use the cards to create another story. Make sure there is a beginning, a middle and an end! Share the story with your parents/teacher.

Level 2: Now, draw the story in order (beginning, middle, end)

Level 3: Include some written words or sentences

- Language - likes and dislikes

-Discuss likes and dislikes as a family (children to understand that everyone has different likes and dislikes)

-Student to interview others about their likes and dislikes and repeat these back to parent/teacher

Day Three

Main Lesson

Verse/Song/Physical:

Bumping up and down! AND Deep in the Earth are Little Gnomes. (appendix)

Learn and sing the verses together.

Questions: In our story from yesterday, what did the little gnome see? What did the bird do? What kind of bird was it? What do you think he might see next?

Retell: Ask the children to retell the story of the Little Gnome from yesterday in their own words. This time they can retell the story from the start, and they can include items and props from around the house to complete their retell.

Book Work:

Model drawing in books.

Level 1: Draw only

Level 2: Draw and copy over writing: ‘A Diagonal Line.’

Level 3: Draw and write on your own (copy from the blackboard or paper written by parent): 'The bird flew in a diagonal line.'



Story: The Little Gnome 4

The little gnome lost sight of the blackbird. It drew his attention to something just as magnificent.

The colorful thing spread across the sky in an arc. He wondered upon wonders if the bright thing might be a rainbow, just like in the watercolour painting his mother had created and hung in his childhood home. 'I wonder,' he said aloud. The outer colour was a soft red, then orange, yellow, green, blue, indigo and violet - two shades of purple. 'Yes, that's a rainbow for sure.' Which meant the rain fairies might be about! He would have to watch the sky carefully if he was to catch a glimpse of one. Rain fairies and water nymphs were quick as lightning.

The little gnome heard the childrens' laughter again. It came from a house that was enormous, to the little gnome, anyway.

Afternoon session idea: go exploring for water nymphs, make a home for the fairies, or leave them a little note.

Break

English

- Parts of a story

-Read a book either selected from the library or from home. The story must have some clear and memorable moments.
-Children draw part of the story (either beginning, middle or end) and either discuss or write about the part they have selected.

QUESTIONS: *What made you choose that part of the story? How did the story make you feel? Can you relate to the story in any way?*

- Conversational/Guided Reading

-Choose a children's book together
-Have a 'walk through' and decide together what the book might be about based on the pictures
-Parent/teacher reads the book
-Re-read the book together, however, stop on each page to discuss the pictures. [Use the Abecedarian approach to build vocabulary](#)

Day Four

Main Lesson

Verse/Song/Physical:

Bumping up and down! and Deep in the Earth are Little Gnomes.

Learn and sing the verses together. Children can make up actions.

Questions: What type of fairies did the gnome wish to see? Can you remember some of the colours of the rainbow? If you were the gnome, would you want to visit the children? Why/why not?

Watercolours: Paint the rainbow together using watercolours.

'ROYGBIV' acronym can help recall the colours in correct order: red, orange, yellow, green, blue, indigo, violet.



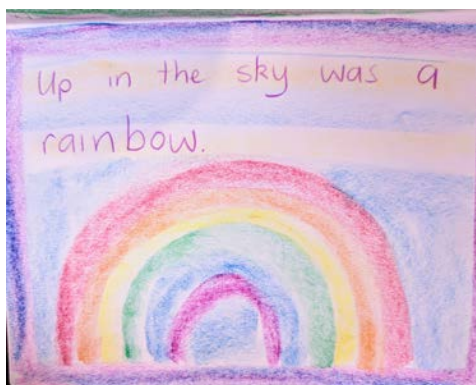
Book Work:

Model drawing in books.

Level 1: Draw only

Level 2: Draw and copy over writing: 'The Rainbow Arc'

Level 3: Draw and write on own (copy from the blackboard or paper written by parent): 'The rainbow is a colourful arc.'



Story: The Little Gnome 5

The large steps at the front of the house stretched up and up. The little gnome had seen many steps in all his family and friends' underground dwellings. 'What, ho! How these stairs must've taken a long while to build,' he exclaimed. With butterflies in his stomach from the nerves, he began to climb the steps of the house, noting the horizontal and vertical lines. He could rest a bit every now and then, but he had to hurry. *Gnomes should never be seen or heard!* his mother had told him. *You may give the humans an awful fright!*

Mathematics - Patterns and sequencing

Ask: *what is a pattern?* (when something repeats/goes over and over)

-Find some patterns and sequences around the house or outside!

Level 1: make a simple repeating pattern using objects such as sticks and rocks

Level 2: make a simple repeating pattern using objects and discuss the ab pattern sequence (abab)

Level 3: make a more complex repeating pattern and discuss the pattern sequence (example: abbcabbcabbc)

Day Five

Main Lesson

Verse/Song/Physical:

Bumping up and down! And Deep in the Earth are Little Gnomes.

Learn and sing the verses together. Children can practice actions and make a performance.

Questions: Why did the gnome have to hurry up the steps? What would you do if you saw a gnome?

Retell: Ask the children to retell the story of the Little Gnome from yesterday in their own words.

Book Work:

Model drawing in books.

Level 1: Draw only

Level 2: Draw and copy over writing: 'Vertical and Horizontal.'

Level 3: Draw and write on own (copy from the blackboard or paper written by parent) and include a tricky border like the one below: **'The stairs had vertical and horizontal lines.'**



Story: The Little Gnome 6

When the little gnome reached the top of the steps, a terrifying thing happened! Two giant children ran through the door, past the gnome, down the steps, and out into the yard. The little gnome froze on his spot! He heaved a sigh of relief when he realised he hadn't been spotted. He made his way near a potted plant to hide behind. The young girl had golden hair flowing behind her, and in her hand she carried a stick with a red ribbon tied to the end. She swirled and twirled and swirled the stick. The ribbon followed making a wondrous spiral. The gnome thought that he too could make a stick and ribbon toy, just the same, and that the Seed Children would love the toy so very much.

Mathematics - Patterns and sequencing

-Complete the worksheet (appendix)

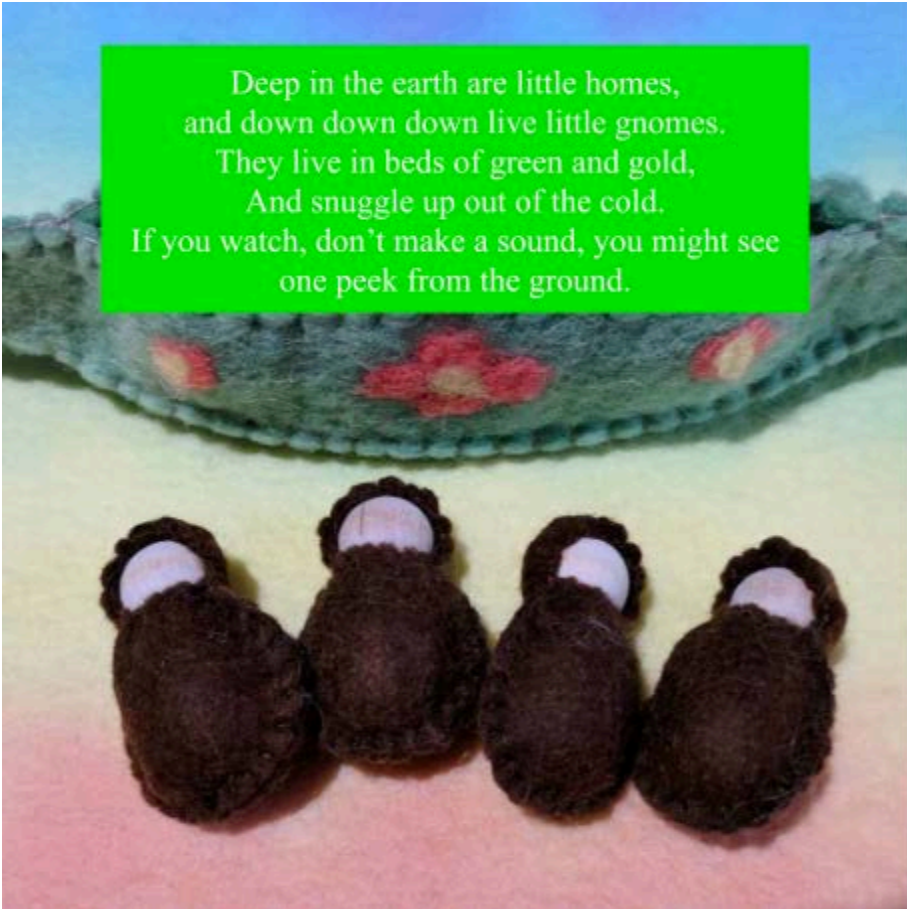
-Find the most beautiful patterns in your home (clothes, materials, wallpaper, quilts) etc. Describe the section that repeats. Make an artwork showing this pattern using colours.

Bumping up and Down

*Bumping up and down in my little red wagon,
bumping up and down in my little red wagon,
bumping up and down in my little red wagon.
Let's ride off together!*

*Bumping up and down in my little silver airplane,
bumping up and down in my little silver airplane,
bumping up and down in my little silver airplane.
Let's fly off together!*

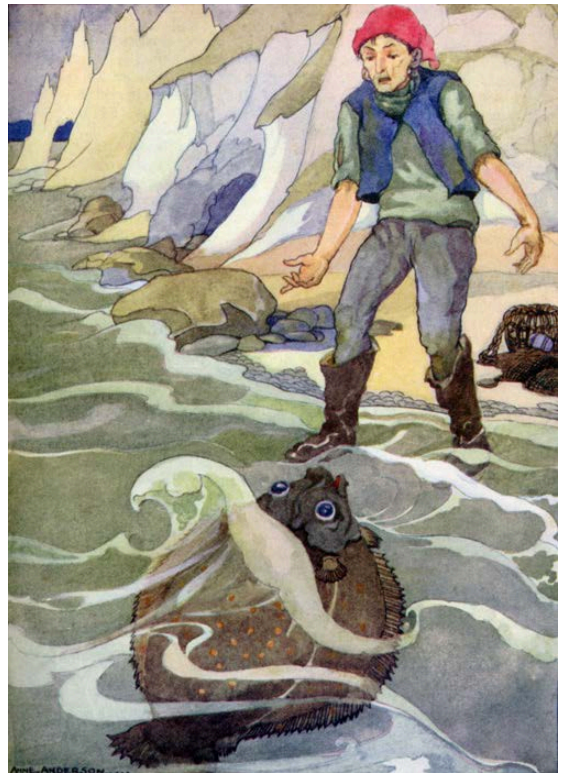
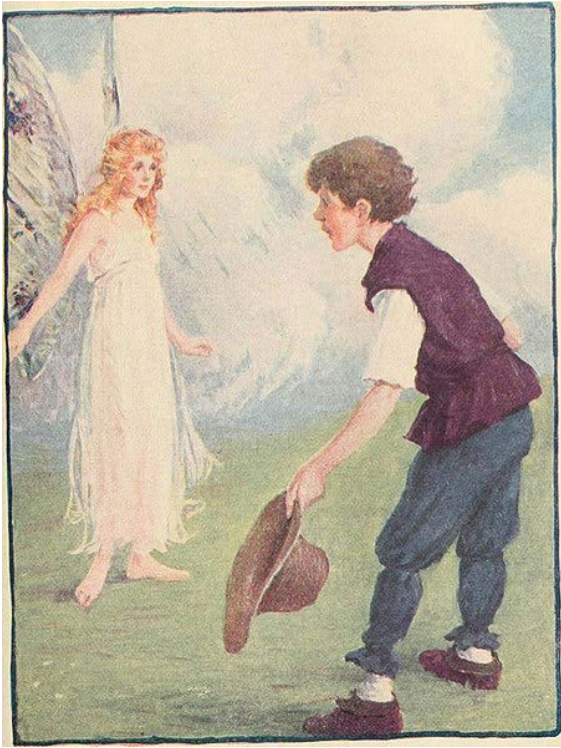
*Bumping up and down in my little white sailboat,
bumping up and down in my little white sailboat,
bumping up and down in my little white sailboat,
Let's sail off together!*

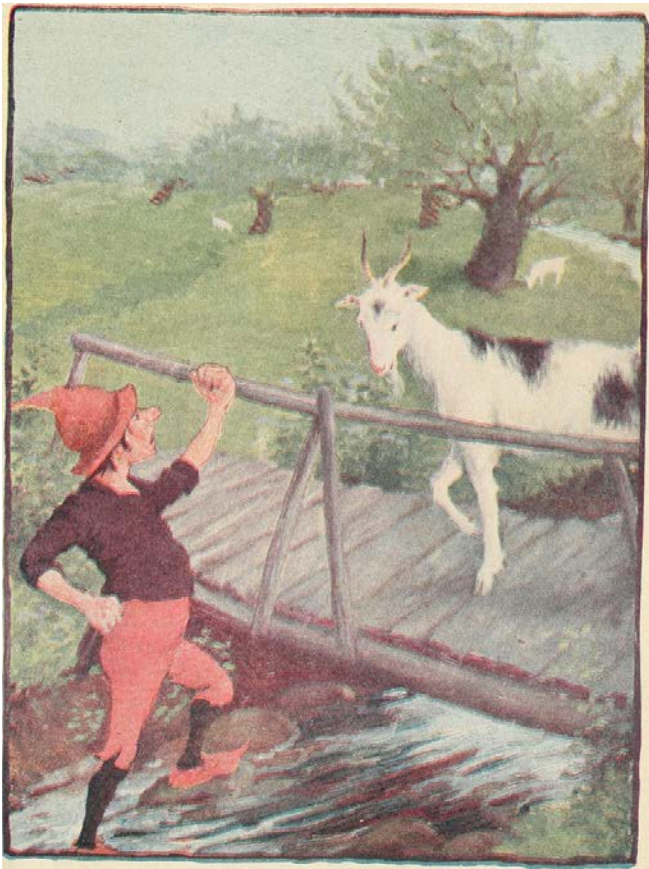
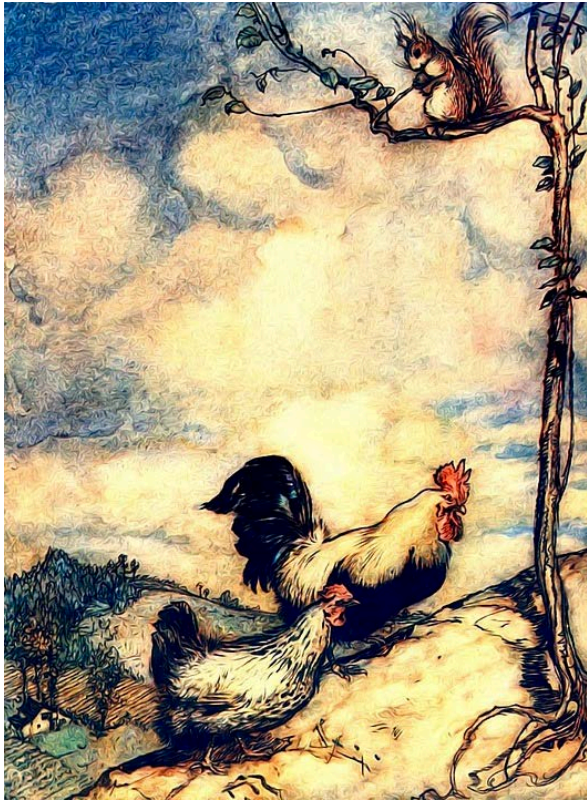


Deep in the earth are little homes,
and down down down live little gnomes.
They live in beds of green and gold,
And snuggle up out of the cold.
If you watch, don't make a sound, you might see
one peek from the ground.

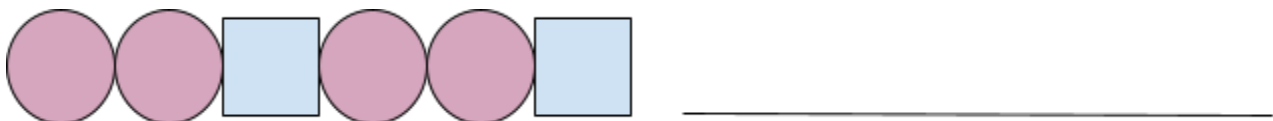
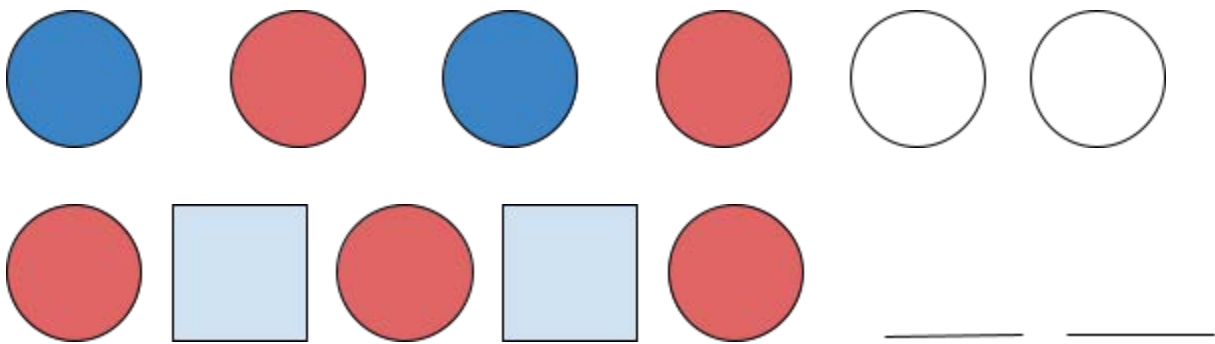
Story Cards

This resource is utilised best when cut up and laminated for repeated use.





Complete the patterns



Make some patterns of your own!