



Modern Waldorf Online, Australia
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SAMPLE ONLY YEAR 3, Days 1-3, Term 1

Developmental Phase: Feeling and Questioning.

At this stage of development, children begin to question the world around them more frequently, this includes authority. They better understand the complexity of human relationships, and find themselves feeling with more depth. Children observe the world around them and look for reinforcement in their actions. Year 3 is a suitable time for parents and teachers to focus on discipline. Children may thrive better with rules and regulations at this time. Religious, creation and Hebrew stories are brought in to help give a foothold; the adult is a safe and 'knowing' authority that can be leaned upon in this time of feeling and uncertainty. As the world is expanding and increasing around the children, the parent or teacher remains the firm anchor they need in order to explore with less fear.

Note: A variety of creation stories are told throughout this main lesson from a range of countries and religions. Each story is told with respect for different cultures. The main themes that bind them include: the creation of the Earth, humans, animals, nature, the sky, sun, moon, stars, and planets.

Year 3 covers HEBREW TALES a few times throughout the year, and year 4 moves onto VIKINGS.

Main Lesson Overview	
Weeks 1-4	"Creation Stories" (English)
Weeks 5-7	"Mathematical Minds." Mental Arithmetic (Mathematics)
Weeks 8-10	"Chemistry 1" Earth and Space Sciences (Science/HASS)

Materials List (required):

Main Lessons Books - blank and lined pages
10mm Grid Book for Maths
Lined book for English
Wax Stick Crayons and/or Block Crayons
Triangular Giant Pencils: coloured and lead
Watercolour paints
Art Paper (small, medium, large)
Scissors
Glue
Acrylic paints and paint brush set

Charcoal (willow)

RECOUNT books from the library - suggestions ONLY below (week 1).

- *I'm Australian too* by Mem Fox
- *Out* by Angela May George and Owen Swan
- *Bold Australian Girl* by Jess Black
- *Olivia's Secret Scribbles*
- A set of at least 4 dice (week 1)
- Air dry clay or plasticine, long skewers and beads that fit the skewers (week 3)
- Wooden MAB Blocks (week 4)

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

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

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

Recommended Materials (not required):

Year 3 Handwriting booklet (you will be directed to some free resources otherwise)

Index or System Cards

<https://goo.gl/qeuGJa>

Natural Fleece

Blackboard and good quality chalk

Kite or Crepe paper - coloured

Coloured Felt

Butcher's Paper

More Year 3 Book Ideas

The Velveteen Rabbit by Margery Williams

Roald Dahl Books (Matilda, The BFG)

The Jungle Book and Just so Stories by Rudyard Kipling

American Tall Tales by Mary Pope Osborne

Finger Strings by Michael Taylor

1 Minute Gardener by Little Veggie Patch Co.

We Will Build a Temple by Jakob Streit

The Blue Forest by Luke Fischer

<http://www.waldorfbooks.com/>

<https://www.bookdepository.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 and Mathematics	English and Mathematics	English and Mathematics	English and Mathematics	English and 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 I	Hands on activities/real world experiences/physical activities	Hands on activities/real world experiences/physical activities

Afternoon session ideas: art (watercolour, acrylic, mixed medium, charcoal) dance, playing an instrument, martial arts, sport, gymnastics, nature walks/hiking, *special interest projects*, sketching, travelling/historical trails.

Rhythms - It is important to continue rhythms to maintain a sense of calmness, stability, and expectation. Verses and stories are still used to deliver content in a rich and artistic way. This is a good time to develop some more in depth special interest projects for afternoon sessions.

Creation Stories - English

Tense, Story-Telling, Paraphrasing

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 Main Lesson

In the beginning, God created the heavens and the earth. The earth didn't have any shape. And it was empty. Darkness was over the surface of the ocean. At that time, the ocean covered the earth. The Spirit of God was hovering over the waters. God said, "Let there be light." And there was light. God saw that the light was good. He separated the light from the darkness. God called the light "day." He called the darkness "night." There was evening, and there was morning. It was day one.

Day One

Main Lesson - Creation Stories

Verse/Song: We are Truthful verse (appendix)

Discuss the idea of 'prayer' - *a solemn request for help or an expression of gratitude.*

Spend a few moments in discussion as to why and how people use prayer. Feel free to say a prayer together, or take a minute in silence.

Questions: Was this day one creation story written in the past? What tells you that?
What happened on day one? What do you think there might have been before?

Retell: Children reread and then retell day 1 in their own words.

Book Work: Title Page, Creation stories

-Children might like to create their own image for their title page.

-They may like to use paints and other mediums as well.



Story 2: *"God said, "Let there be a huge space between the waters. Let it separate water from water." And that's exactly what happened. God made the huge space between the waters. He separated the water that was under the space from the water that was above it. God called the huge space "sky." There was evening, and there was morning. It was day two.*

Break

English

- Recounts

-Begin a KWL chart to keep up on the wall about personal recounts (appendix). You may prefer to use large butcher's paper for this.

-Ask: What do we know about recounts? What do we want to know about recounts?

-Fill in the 'what we have learned' section as you go.

Note: using advanced organisers can be tricky at first. They are a wonderful tool if children can get used to 'thinking about their thinking/learning.' It is a higher form of cognition.

Maths

- Odd and Evens (Physical)

-Ask children to get a bunch of toys or objects from around the house or yard (it doesn't matter too much what the objects are, as long as they can be carried).

-Place the objects on the floor in front of you.

-Ask children to pair the objects (the objects or toys must have a 'partner.')

-Ask: Does everyone have a partner?

-Say: *If so, you have an even amount. If not, you have an odd amount.*

-Take 1 object away. Then what happens?

-Move around the house or garden finding things that come in odd or even numbers.

Day Two

Main Lesson

Verse/Song: We are Truthful verse and Prayer (together or in silent meditation).

During prayer/meditation time, you might prefer to create a gratitude list - 'things we are grateful for.'

Questions: What words tell us that this creation story was written in the past? (*that's what happened, was, called*)
What happened on day 2?

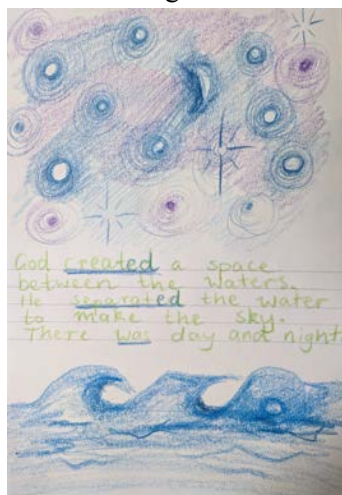
Retell: Children reread and then retell day 2 in their own words.

Book Work: Day Two

Level 1: Write a sentence together in relation to day 1 or 2, and underline words that show PAST TENSE. Create an image to match.

Level 2: Write 2-3 sentences together in relation to day 1 or 2, and underline words that show PAST TENSE. Create an image to match.

Level 3: Write a paragraph or two together in relation to day 1 or 2, and underline words that show PAST TENSE. Create an image to match.



Story 3: "God said, "Let the water under the sky be gathered into one place. Let dry ground appear." And

that's exactly what happened. God called the dry ground "land." He called the waters that were gathered together "oceans." And God saw that it was good. Then God said, "Let the land produce plants. Let them bear their own seeds. And let there be trees on the land that bear fruit with seeds in it. Let each kind of plant or tree have its own kind of seeds." And that's exactly what happened. The land produced plants. Each kind of plant had its own kind of seeds. The land produced trees that bore fruit with seeds in it. Each kind of tree had its own kind of seeds.

God saw that it was good. And there was evening, and there was morning. It was day three.

Break

English

- Recounts - Purpose

-Spend some time reading through some of the recounts you have discovered from the library (or bookshelves at home).

-Parent or teacher asks some comprehension questions about each story such as: how might we be able to tell this is a personal recount? (Uses 'I', talks about events and things that have happened or who they are).

-Ask: What do you think the purposes of a recount might be? (to entertain, to inform, to reflect or make people think).

-Say: Next week you can write a quick recount about an event that has happened to you.

-Let children spend some time thinking about what they might like to write about.

Assessment: next week's recount can be used as a set-point to ascertain what the children already know.

Maths

- Odds and Evens - Levelled Worksheet

-Colour the even numbers in the sheet (appendix).

-Colour the odd numbers a different colour.

-Answer the questions together.

Afternoon Idea: Special Interest Project

-Start a special interest project

-Brainstorm together the children's interests (for example: reading, nature, skating, maths etc.)

-Brainstorm some topics of interest (for example: volcanoes, dinosaurs, jewellery).

-From the lists, decide upon a special interest project for the term.

- What will they do/produce?
- How will they complete research?
- How will they show their learning?
- Can they find an expert?

Day Three

Main Lesson

Verse/Song: We are Truthful verse and Prayer (together or in silent meditation).

Questions: What happened on day 3 in the story? What does it mean: let the plants produce plants?

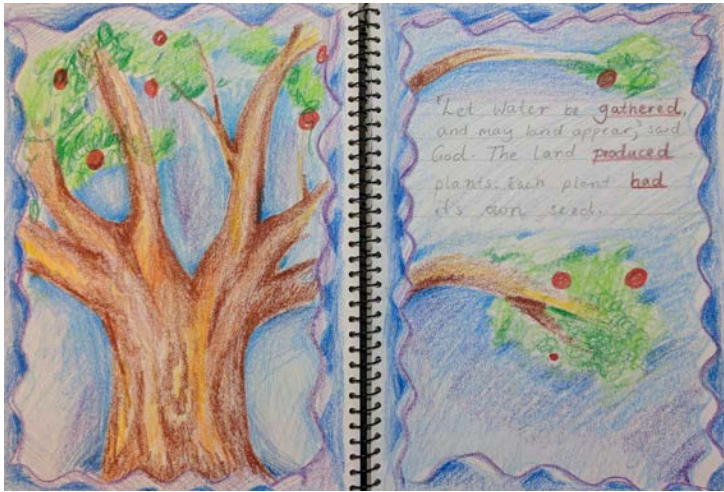
Retell: Children reread and then retell day 3 in their own words.

Book Work: Day Three

Level 1: Write a sentence together in relation to day 3 and underline words that show PAST TENSE. Create an image to match.

Level 2: Write 2-3 sentences together in relation to day 3, and underline words that show PAST TENSE. Create an image to match.

Level 3: Write a paragraph or two together in relation to day 3, and underline words that show PAST TENSE. Create an image to match.



Story 4: “God said, “Let there be lights in the huge space of the sky. Let them separate the day from the night. Let them serve as signs to mark off the seasons and the days and the years. Let them serve as lights in the huge space of the sky to give light on the earth.” And that’s exactly what happened. God made two great lights. He made the larger light to rule over the day. He made the smaller light to rule over the night. He also made the stars. God put the lights in the huge space of the sky to give light on the earth. He put them there to rule over the day and the night. He put them there to separate light from darkness. God saw that it was good. And there was evening, and there was morning. It was day four.”

Break

English

- Spelling - Silent Letter (k)

-Spelling Rule: when a k and n start a word, the ‘k’ is silent

(this dates back to old English, where they used to pronounce the k, but decided it was too cumbersome).

knock

knot

knob

knife

knight

knit

knitting

knew

knee

Knob

-You can try reading the words with the ‘k’ for fun!

-Choose a levelled spelling list to complete: today and tomorrow (appendix).

Maths

Odds and Evens Game

Instructions

1. Each player needs something to write on.
2. Collect some dice.
3. Guess whether the number rolled will be an odd or an even number.

4. Write your answer (may use 'e' or 'o').
5. A player rolls the dice.
6. Each correct guess for odd or even receives 1 point.
7. The first player to reach 10 points wins the game.
8. Add more dice for more of a challenge!

Night Time idea: Go star-gazing. If you are inclined, use the free SKY VIEW application in a phone or Ipad to find out the names of the stars or planets above you.



We Are Truthful

We are truthful and helpful

And loving in trust

For our heart's inner sun

Glow's brightly in us.

We will open our hearts

To the sunbeams so bright

And we'll fill all the world

With our heart's inner light.

Advanced Organiser: KWL Chart

What do we know about this topic?	What would we like to know?	What have we learned?

Spelling Words
Silent k before n 'kn'



Key: knight

Read the words

knock
knot
knob
knife
knight
knit
knitting
knew
knee
knob

Get 50 points however you like!

Write the words - this can include with chalk on pavement etc. 10 pts

Put the words into sentences. 20pt

Draw an image to go with the word. 20 pts

Create a word find. 20 pts

Make the words from playdough or plasticine. 20 pts

Practise look, cover, say, write check. 20 pts

Negotiate another activity that you might like to do.

Spelling Words
Silent k before n 'kn'



Key: knight

Read the words

knock knot knob knife knight knit knitting	knew knee knob knuckle know knowing knew
--	--

Get 50 points however you like!

Write the words - this can include with chalk on pavement etc. 10 pts

Put the words into sentences. 20pt

Draw an image to go with the word. 20 pts

Create a word find. 20 pts

Make the words from playdough or plasticine. 20 pts

Practise look, cover, say, write check. 20 pts

Negotiate another activity that you might like to do.

Spelling Words
Silent k before n 'kn'



Key: knight

Read the words

knock
knot
knob
knife
knight
knit
knitting
knew
knee
knob

knuckle
know
knowing
knowledge
known
knew
knickknacks
knobbly
knobbiest
knockout

Get 50 points however you like!

Write the words - this can include with chalk on pavement etc. 10 pts

Put the words into sentences. 20pt

Draw an image to go with the word. 20 pts

Create a word find. 20 pts

Make the words from playdough or plasticine. 20 pts

Practise look, cover, say, write check. 20 pts

Negotiate another activity that you might like to do.

Odds and Evens

1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20
21	22	23	24	25
26	27	28	29	30
31	32	33	34	35
36	37	38	39	40
41	42	43	44	45
46	47	48	49	50

What do even numbers always end in?

What do odd numbers always end in?

Odds and Evens

1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20
21	22	23	24	25
26	27	28	29	30
31	32	33	34	35
36	37	38	39	40
41	42	43	44	45
46	47	48	49	50

What number patterns can you see?

What do even numbers always end in?

What do odd numbers always end in?

Odds and Evens

1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20
21	22	23	24	25
26	27	28	29	30
31	32	33	34	35
36	37	38	39	40
41	42	43	44	45
46	47	48	49	50
51	52	53	54	55
56	57	58	59	60
61	62	63	64	65
66	67	68	69	70
71	72	73	74	75
76	77	78	79	80
81	82	83	84	85
86	87	88	89	90
91	92	93	94	95
96	97	98	99	100

What number patterns can you see?

What do even numbers always end in?

What do odd numbers always end in?

Would this change in the hundreds or thousands? Why/why not?

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