The Wonder of Grade 3

Curriculum Sample

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Welcome to the Wonder of Grade Three!
Your child is going to be entering an important phase in their development around the 9th year of age. This marks the transition from the unity and oneness experienced in early childhood, to the development of an inner world that is separate from family, friends and beyond. Each child experiences this differently. Common experiences can be anger, fear, feeling misunderstood or alone, and awareness of mortality. Be present for your child, open to listening, and trust that this is a phase of development that every child must go through on their path to independence. Year 3 themes focus on practical skills and practical arts . When your child can cook, build a shelter and make simple garments, there is a feeling of self-sufficiency that is required in order to build their confidence. Story themes focus on tribal cultures that lost their home, had to wander alone for a period of time, and eventually found their way through a connection to their inner knowing.

Year Overview

Month	Curriculum Areas	Social Emotional Learning Competencies	First People's Principles of Learning	Description
Month 1: The Wonder of Beginnings	• Language Arts • Social Studies	• Social Awareness and Responsibility • Positive Personal & Cultural Identity	Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors	As students begin to feel the dreamy aspects of childhood passing away it is a great time to use Creation Stories to guide them to reconnect with the people and world around them. They will hear stories from their local Indigenous culture as well as other global cultural/religious stories. These stories tell of a beginning, a loss, and a search for connection and mimic the emotional state of the 8 and 9-year-old. Such stories will form the basis of the third-grade year.
Month 2: The Wonder of Fibers	• Language Arts • Science • Social Studies	• Social Awareness and Responsibility • Creative Thinking	Learning is embedded in memory, history and story	From the Creation stories your children will hear about first people, the next step for those characters was to find/create clothing. Students will hear about six natural fibers humans use to create protection for their skin.
Month 3: The Wonder of Shelters	• Social Studies • Language Arts • Science • Math	• Social Awareness & Responsibility • Creative Thinking	Learning is embedded in memory, history and story	After clothing, humans needed to find/create shelter. Students will explore different types of shelters from long ago for different climates and based on resources.

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Month 4: The Wonder of Measurement : Linear	• Lang Arts • Math • Social Studies	• Creative Thinking • Critical Thinking	Learning recognizes the role of Indigenous Learning	Students will begin the study linear measurement beginning with stories of how it came to be that humans wanted to measure and how they agreed on method of measurement.
Month 5: The Wonder of Expression	• Language Arts	• Communication •	Learning involves patience and time	With the end goal of self-expression, students will define sentence types and begin to work with punctuation. They will work with vocabulary and spelling rules as well.
Month 6: The Wonder of Measurement : Weight & Liquid	• Math • Language Arts • Social Studies •	• Creative Thinking • Critical Thinking	Learning is holistic, reflexive, reflective, experiential, and relational	Students will explore practical math experiences through scale building, estimation, and hands-on weight exercises.
Month 7: The Wonder of Farming	• Social Studies • Language Arts • Science	• Collaborating • Social Awareness and Responsibility	Learning recognizes the consequences of one's actions	Students will hear about life on the farm including details about: soil, compost, animal husbandry, plant foods, and the relationship to water and sun. Aspects of sharing food will be explored.
Month 8: The Wonder of Time	• Math • Science	• Personal Awareness & Responsibility	Learning involves patience and time	Students will continue to explore life on the farm but will look from an angle of the Farmer's Almanac. With this in mind, the concept of the Farmer's yearly cycle will be the basis from which to learn about telling time.
Month 9: The Wonder of Grammar	• Language Arts	• Communication	Learning involves patience and time	Students will explore nine parts of speech on their journey to becoming highly capable of self-expression.
Month 10: The Wonder of Money	• Social Studies • Math	• Critical Thinking • Social Awareness & Responsibility	Learning recognizes the role of indigenous knowledge	Students will further their work with measurement and fractions as they explore the concept of measuring value.

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The Morning Lesson

Rhythm and Routine

At Daily Wonder we talk a lot about rhythm and routine. That's because we know that young children feel a sense of good health when they are held by boundaries, including the lay-out of the day, week, month…. Children are meant to learn through play and doing until they reach high school. This means we need to provide them with lots of activities that spark their creativity and provide space for wonder. When they know what is expected of them the children are freed up to be in the moment. It is up to the adults to create the boundaries to free the children.

A friend recently told us that she was not expecting the freedom that came with building a fence around her property. It sounds kind of backwards, that a fence creates freedom, but think about it…she has a dog that had to be tied up or managed all the time. Once the fence went up, the dog knew how far it could go and the people trusted that the dog would just do dog things. We aren't comparing children and dogs, but we are comparing the freedom fence to boundaries.

Rhythm – this is your wide level organization such as your year, when you start school, what holidays or celebrations you participate in, what time you get up each day, what time you start and end your morning lesson…

Routine – these are the details within your rhythm such as singing a song to begin the morning lesson, lighting a candle before story, and how you end the day. Routines are kind of like the rules for 'how we do things'.

Your Daily Wonder teachers suggest the following rhythm for your morning lesson (framework for sample taken from "The Roadmap to Literacy" by Langley and Militzer-Kopperl):

Portion	Time amount	Content – each portion has a balance of loud and quiet
Opening	12-15 min	Begin, verse, singing, speech, movement, nature observation, riddle, etc. Here you are welcoming the day, becoming present for the lesson.
Skills/Practice*	20-40 min	Practice skills and activities associated with concepts from previous days, here you are building competencies (knowledge and abilities) on the path to understanding concepts.
Intro/Review*	10-25 min	New and on-going concepts, new subject content, new skills, review previous day, multi-sensory activities
Bookwork*	15-35 min	Portfolio for writing/drawing, copy, picture; practice books for rough draft, rules, etc.
Story	15-20 min	The key! Preferably told rather than read. Used to intro new concept or as soul food, can be moved to Intro section

*can include one or two transition activities of 2-3 minutes

Transition – Integrated Movement Activities (IMA) such as singing, clapping, speech, movement, developmental exercises, bean bag, Simon says, etc

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What Else?
As you can see, we are suggesting a morning lesson that is between 1 – 2 hours each morning. We recommend this is followed five days per week. That leaves you a lot of day to fill before bedtime!

Numeracy – In addition to the Morning Lesson, your Daily Wonder team recommends that your child spend 15 – 30 minutes each day working on math foundation skills. DW is committed to introducing the big math concepts in Monthly Units throughout the year but your child needs to practice these skills daily. The amount of practice will be unique to your child, your schedule and their grade level. **We suggest using a provincial/state math book available at your local bookstore and working through this chapter by chapter.** Have a look at our Numeracy Scope and Sequence PDF to see what and when big concepts will come up for your child in a Monthly Unit, that way you can avoid the skill building portions for that topic in your math skills book until your child has been introduced to it properly.

Literacy – Your Daily Wonder team recommends that in addition to the Morning Lesson and Numeracy Practice time, your child spend 15 – 30 minutes each day reading. Again, DW will introduce literacy concepts along the way but reading and writing are foundational skills that need practice every day. Your child will have plenty of practice writing through the daily lesson, but reading is necessary to practice outside the lesson time. Depending on your child's relationship to reading at this time it can be great to read to your child, have them read aloud to you, or give them quiet space for silent reading. You'll know what combination suits your child best. Books you choose should be enjoyable, minimally but consistently challenging, contain appropriate content for the age of the reader, and provide examples of characters that share your child's frame of reference whenever possible.

Your Daily Wonder team also recommends a good balance of unstructured play time or creative time, and down time. Here is a sample of a daily rhythm used by some of our DW members:

Time	Activity
8 – 10 am	Morning Lesson
10 – 10:30 am	Snack and chores
10:30 – 11 am	Numeracy skills practice
11 – 12:30 pm	Play time/Creative time - unstructured
12:30 pm	Lunch and chores
1:30 – 3 pm	Play time/Creative time – structured (lessons, outings etc)
3 – 4 pm	Quiet time/Reading time

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You are going to have unique rhythms and routines because your family's needs are unique. Our number one suggestion is, have fun! Our number two suggestion is, no matter how you organize your day and week, for best results keep it consistent.

Here are some ideas for activities to do after the morning lesson is finished:

1. Outdoor hike, adventure
2. Painting-- free painting or guided
3. Beeswax, clay, play-dough modelling---can have them create things based on morning lesson or seasonal themes
4. Knitting
5. Music lesson/practice
6. Free drawing- crafting time--based on morning lesson or seasonal themes
7. Cooking/baking
8. House chores
9. Journal writing
10. Older students could catch up on morning lesson work
11. Story time/ silent reading
12. Gardening
13. Woodwork
14. Building projects

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The Wonder of Grade 3

The Wonder of Beginnings

Year 3 Month 1

This is a 5 day sample. Full unit includes 15 days of guided lessons and a 5 day flex week with suggestions for projects and independent work.

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Month Overview

CURRICULUM AREAS/LEARNING OUTCOMES — CONCEPTS/BIG IDEAS

Language Arts: **Concept 1:** Language and story can be a source of creativity and joy.
Concept 2: Stories and other texts help us learn about ourselves, our families, and our communities.
Concept 3: Stories can be understood from different perspectives.
Connection for all three: From the perspective of those who speak the story's original language and those who receive the translated story, you and your child will hear several versions of the same story to build their feeling for perspective. And we can use the inspiration from these stories to generate new ideas as we explore their themes. What is similar and different about the few creation/origin stories your child has heard?
Social Studies: **Concept 1:** People from diverse cultures and societies share some common experiences and aspects of life.
Concept 2: Indigenous knowledge is passed down through oral history, traditions, and collective memory.
Connection for both: You'll pass on one of the oldest oral stories of your area which is a perfect example of the role of moral guidance. Your child might hear some similarities in themes in the different creation/origin stories, and they'll pick up the values that are important to the people whose story it is.

FIRST PEOPLES PRINCIPLES OF LEARNING

Principle: Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
Connection: If your child identifies as Indigenous, hearing these origin stories is vital as a frame of reference. If your child identifies as non-Indigenous, hearing the origin stories of the First People of the area is essential for understanding community and perspective building. This unit's stories will explore themes of connection to spirit, to the land and each other, as well as the theme of hope. You will show how a story is a part of a community and how it extends from everything within the self to everything outside the self. You'll explore the idea of collective memory with your child, and as you hear stories about the creation of what is around us, you'll develop a more profound respect for it = well-being. As you listen to stories about what your family and community values, you will find belonging within it. Your child will hear a creation story that is archetypically similar to birth. They will connect with the characters' feelings and begin to understand, through the experience of the characters, how to be confident and connected in the world

SOCIAL EMOTIONAL LEARNING

As your child hears creation stories from Indigenous cultures and beyond, they will come to understand that learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors. This, in turn, will support them as they begin to define their own **positive personal and cultural identity** and become aware of what makes them unique. It is also important to bring appropriate amounts of independence and responsibility to your child to develop their **social awareness and responsibility.**

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OVERVIEW

As the child awakens to feeling and becomes a separate, individual person we want to support their feeling for the interconnectedness of life on earth. Creation stories from the world's cultures and religions provide a theme of hope, connection and responsibility. These are the very aspects of being human that the child turning 9 is in need of. Hand in hand with these stories is a focus on archetypal callings such as the farmer, tanner, tailor, weaver, herder, etc. These roles showcase the interconnectedness of life on earth and illustrate how each of us belongs. All four core subjects will overlap throughout the months/units. In math the child in the third year will focus on measurement as a way to better understand the world. In literacy the child will focus on grammar and spelling as well as expanding writing and reading skills. Social Studies will bring indigenous perspectives, knowledge, and culture. Science will bring the details of living organisms we find around us.

MATERIALS NEEDED

- **Read "Supporting Documents" for information about your opening, transition and closing verses/songs – have verses chosen for the month**
- **Also in "Supporting Documents," find information about developmentally appropriate and theme related movement activities for opening and transitions – have chosen activities ready to share**
- **An adult who has a relationship to the child and will guide each lesson**
- **A space free from visual or auditory clutter for table work**
- **A large portfolio for bookwork – this will serve as a layer of evidence of understanding**
- **Large, coloured pencils as well as small HB pencil and eraser**
- **Water colour paints are great if possible + large water colour paper and painting board or equivalent**
- **Resources/Books: Creation Stories and beyond – themed stories appropriate for children, NOT as a religious lesson**

PARENT PREPARATION

When adults approach this unit, it can trigger baggage around religion. We suggest you work through any triggers you might have before you approach creation stories. It is up to you to define your child's frame of reference and determine what creation stories from what culture/religion are the best fit. Daily Wonder Headquarters is located on the unceded traditional territory of the K'omoks First Nation so our example of an Indigenous creation story will start here. Based on our location/culture we will use the Old Testament as our secondary text example. Your text choices should be local and reflect stories of people that have lost connection with spirit and must find their way on the earth as they seek to find belonging. This theme is what will mimic your child's development.
Please see our Resource Hub under "First People's Resources" for some examples of Indigenous creation stories.

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DEVELOPMENTAL CONNECTION

The child in the third year is age 8, going on 9. Developmentally we could say that they are awakening to feeling. That is to say that children of this age are becoming more aware of an objective feeling life, or inner life. The child may sense that a stage of childhood is passing away and they may feel separate as they develop a sense of self awareness. This is a great time to support your child to connect with the world around them and their own sense of responsibility toward it.

PARENT REFLECTION

Does the idea of telling creation stories trigger uncomfortable feelings for you? If so, here are some guiding questions you could use to work through your feelings….

- What is God? Do I need to use a different word to be able to connect to the meaning? What word is a better fit?
- Does it resonate with me that I embody a soul and spirit? What does this feel like?
- If the idea of God does not resonate for me what connects me to the beauty in nature? Is there a word for that connection that I can use to understand how the characters in the story felt about their connection to spirit?
- Does it resonate with me that I have an inner knowing? What is the source of that knowing? How do I recognize that knowing? What do I call that knowing?
- Can I linger in a place without judgement and connect with stories about creation?
- Can I share stories from a cultural background or religion that I am not part of and have those stories be authentically shared? What is the common ground in the stories that resonates for me?
- Are there some stories that are sacred to a people and not to be shared by me? How will I know which stories these are?
- Can I tell stories from a religious text without teaching religion? How?

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Heads Up!

Grade 3 Month 2 –The Wonder of Fibers

Coming up in the next unit of Grade 3, following the story of The Wonder of Beginnings where you will leave off with some cold and naked humans, you will next be exploring Fibers for creating clothing. In the next unit, your child will hear the stories of the six major natural fibers that are used to make clothing. This will give them a sense of connection to the earth and its resources, as well as confidence in their ability to use those resources to care for themselves. In preparation it will be great if you can acquire some samples of raw material and fabrics. Below is the list to consider. In the past we have found these things at flower shops, fabric stores, and yarn shops.

RAW MATERIAL

- Hide
- Raw wool (if you can get enough to wash, card, spin, and knit that will be even better)
- Flax on the stem and/or flax/linen fiber
- Cotton on the stem
- Silkworm cocoon
- Hemp fiber (not pot, people;)

FIBER

- Hemp fabric
- Leather or fur
- Wool fabric (not knitted)
- Linen
- Cotton
- Silk

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DAY 1

GOALS OF THE LESSON

Your child will hear the origin story of the First People of the area where you live – this is a celebration whether it is the first time they'll hear this story, or whether this is your own family's origin story. This unit will be an introduction to the large concept that diverse cultures have some common experiences and that learning supports well-being. We are excited for you as you begin this incredible month-long journey with your child:)

WHAT TO KNOW BEFORE YOU BEGIN TODAY

This unit begins with the origin story of the First People of your area. If you don't already, you'll need to know who the people are, what areas make up their territory, and what the origin stories are for that area. For this unit we will use the origin stories associated with the land around the DW Headquarters as our example. Even if the story you use is different you can follow the rhythm of the lesson plans using any story. For DW, the land around us is a combined territory of two nations which means two creation stories to bring this week. To follow the rhythm set out in this lesson plan you can either take the first week to bring one story or tell a second story from the culture of the people in your area. Save any landscape stories, if they are separate from the origin stories, for Year 4 Local Geography.

Please see our Resource Hub under "First People's Resources" for some examples of Indigenous creation stories.

Be sure to have read "Supporting Documents" and watched our supporting videos if you are new to Daily Wonder. You'll need to prepare a few things before you get started today.

TODAY'S LESSON

Step 1. Opening: Using your opening verse or song, begin your morning lesson from the place you intend to begin each day, at the time you intend to begin each day. After your verse or song, begin the day with a stretch and verse/song, and/or a nature observation, and/or a review of today's intention/schedule – this collection will be what makes up your 'opening routine' and will take about 5 minutes.

Step 2. Intentional Movement Activities (IMA): After you open the lesson, you'll want to wake everyone up and build your learning community. You'll do this with 5 - 10 minutes of Intentional Movement Activities (IMA). Make sure you've had a chance to check-in with the Daily Wonder resources (Videos and Supporting Documents) to understand what this is. We are always updating our list of suggestions for IMAs as well so keep checking in on the Resource Hub.

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Step 3. Math Minute: In this portion of your morning you will do about 2 - 5 minutes of Mental Math (this is also defined in our Supporting Documents and Videos). An example for today using dominoes: turn over two tiles, quickly add the dots for one, then the other, then multiply the two numbers/tiles together.

Step 4. Practice & Review: This part of your lesson is the most important part and will take between 20 and 40 minutes each day. Review will bring the subject into the present and will be based on what you introduce the previous day. Practice is where competencies such as capacities, processes and mindsets are built. For today, go outside! Go for a walk in nature if possible, if not, find some plants to observe. Upon your return from the walk, ask your child to tell you about what they saw (the trees, the creek, the meadow, the rocks, etc). Tell them "I know a story about how all of that came to be…".

Step 5. New Material: This is your introduction portion of the day and will usually take about 10 – 15 minutes. Today you will introduce your new concept through your story. Light a candle and transition to Story Time with a verse or song. Once you have told your child whose story it is, choose an opening such as "long, long ago…" or "once there was a….". It is best to tell your story orally but if you need to read it that's ok too. Have your child snuff the candle out at the end of the story.

Step 6. **Learning Portfolio:** Use a verse or song to transition into bookwork. It can be a good idea to do an IMA here to provide a bit of an 'outbreath' before getting into concentrated work at a table, try something like jumping jacks. Make sure the area for this work is intentionally set. Bookwork will take between 10 and 40 minutes. It is best if you guide your child's drawing in their portfolio so that you can assess development and observe sticking points. Provide your child with a new, large portfolio. Have them create a shaded border around the page about ¼ inch thick. They can draw a straight pencil line around the inside edge of this shaded border. Set the intention for the quality you want to see at this point. Inside the border have your child beautifully write the title 'Creation' or 'Beginnings' in any font but centered on the top portion of the page. Below this title, guide your child to draw a beautiful picture with some of the nature elements you saw on your walk earlier.

Step 7. Story Time: Usually you will tell a story here but for this first day of the unit you brought that in your intro today.

Step 8. Closing: Close the morning lesson with a verse once all materials are put away. Remember to leave up to 30 minutes for working in a leveled math workbook and up to 30 minutes for silent reading practice at whatever level your child is at.

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DAY 2

GOALS OF THE LESSON

Today you will support your child to recognize the themes of connection and hope from the origin story you told on Day 1. These themes are what support well-being as well as develop perspective about the self and community.

WHAT TO KNOW BEFORE YOU BEGIN TODAY

Today you'll need to begin using a practice book. Your child will create a rough draft paragraph that will be added in good copy to their portfolio tomorrow. You can choose to have your child do today's picture with coloured pencils or water colour paint. Have either set of tools ready for bookwork time today.

A beautiful way to use water colour paints is to do what is called "wet on wet". For a demo on this beautiful style of painting please watch this Wet on Wet video tutorial.

TODAY'S LESSON

Step 1. Opening: Using your opening verse or song, begin your morning lesson with your 'opening routine'.

Step 2. Intentional Movement Activities: After you open the lesson, head right into 5 - 10 minutes of Intentional Movement Activities (IMA). These movements support the development of your child's brain. Did your child spend enough time as a baby crawling? If not, add that movement in here. Did your young child spend enough time playing in the forest? If not, add in some balance activities here. Keep some activities the same and add new ones as you go. You can match each movement activity with a verse or song too.

Step 3. Math Minute: One to try for today with a pack of cards: turn over two cards and add or multiply them together.

Step 4. Practice & Review: Today you'll use this time to review themes within the story from Day 1 and create a rough draft re-telling of the story. Start by opening the practice book to a fresh page. You'll begin with a 'mind-map'. To begin this, draw a circle in the middle of the page, write 'in the beginning' in the circle with the correct spelling of the name of the Indigenous people. Next, draw up to four lines coming out from this main idea circle and create smaller circles at the end of these lines. Be sure to add a title.

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Ask your child to retell you the story from Day 1. When they have finished bringing the details of the character, landscape and plot ask them what it might have felt like at the beginning of that story. They might say scary/lonely/blank/boring; choose one of these feeling words to put in one of the smaller circles. Ask them why those particular characters were chosen and who chose them for the story. They might say wise/kind/elder/spirit - choose one of these words to place in the next smaller circle. Ask them how the main character(s) had to work to arrive safely on earth. They might say courage/brave/ perseverance/together - choose one of these words and write it in the next small circle of the mind-map. Finally, ask them what the characters must do next and how do the characters feel; they might say create/build/hope/joy - choose one of these to put in the final smaller circle of the mind-map.

Step 5. New Material: Writing Activity: With this mind-map you will help your child write a paragraph about the origin story you told on Day 1. If this is your only story you might choose to stop here for the day's practice. If this is one of several stories you need to tell, you may move on to writing the first draft. For our example, we'll move onto the next step today. Support your child to re-tell the story by writing approximately one sentence for each of the words they collected in their mind-map. For example: *For the K'omoks people the world began with spirit in the sky. Cia'tlk'am and Te'sitla were lonely and wanted to come to the water. Cai'tlk'am was chosen by the creator spirit because he wore the feather garment Qua'eqoe. Cai'tlk'am had to be kind to his sister and help her arrive in the water with two boats. The brother and sister showed hospitality and kindness as they visited all the land where their brothers would live.*

Step 6. Learning Portfolio: Use a verse or song to signify bookwork time and provide an IMA as necessary. Take out either the portfolio or painting materials. In the portfolio, turn to the next blank page, you should have two blank pages side by side. On the left page, have your child create a tidy border around the page. Inside the border, guide your child to draw a beautiful picture of the setting for the origin story with the character(s) represented. If painting, create this same picture.

Step 7. Story Time: For today you can tell a story of your choosing, it won't be a story of focus for tomorrow's lesson. Perhaps you can read an origin story from another culture.

Step 8. Closing: Close today's morning lesson with a verse once all materials are put away. Be sure to find time for math and reading practice as part of your daily routine.

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DAY 3

GOALS OF THE LESSON

Today you will support your child to work on a good copy of a written piece that will go into the portfolio. You will tell any additional origin stories from your area. You'll bring a visual to show how stories get passed on through time.

WHAT TO KNOW BEFORE YOU BEGIN TODAY

Today you'll tell another origin story if needed. Be prepared with any additional origin stories if you live in a place like Comox where the land traditionally belonged to more than one Nation over time. If you have less or more than two stories, adjust your roll out of this week's lessons accordingly.

TODAY'S LESSON

Step 1. Opening: Have your last sip of coffee then begin your morning lesson with your 'opening routine'.

Step 2. IMA: 5 - 10 minutes of Intentional Movement Activities (IMA). Ball bouncing, beanbag tossing and hand clapping rhythms are all excellent activities for strengthening brain pathways.

Step 3. Math Minute: Play around with this for today: Think of a number, double it, add six, half it, take away the number you started with. Your answer is 3.

Step 4. Practice & Review: Go outside again. You'll try to inspire a deeply felt recognition of the role of origin stories without telling your own thoughts. If possible, go to the place of the setting in the origin story or where you have a view of the setting such as the ocean, river, lake, mountain, etc. Give your child some time to contemplate the scenes from the story: the beginning, the action, the outcome. Ask them if they think that things are different now from then and get them to describe their thoughts. Ask them what they think the main characters from the story would say to us today and why. This process will give your child a feeling for connection to the past and a recognition that we are all connected in our care for the land around us.

Reflection: If you are lucky enough to have an available large tree stump near you, use that to show the rings on the tree that show its age. Describe how for the people of the area, the origin story gets told many times to children for each ring that builds on the tree. Look closely at

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how many rings – that shows many, many times the story is passed on through the ages. If you don't have a tree stump you can use string or a rope with knots tied at intervals to show generations.

Step 5. New Material: Return to your quiet workspace and signify bookwork time with a verse. Have your child take out the rough draft. If you got as far as the mind-map yesterday this is your time to create the rough draft. If you completed a rough draft, have your child read it to you. Next, in whatever way is appropriate for your child's learning, correct the spelling and grammar in the rough draft. Talk it through with feedback as you go. This will build up composition writing capacities in your child.

Step 6. Learning Portfolio: You'll transition to the portfolio now, you may need to provide a movement opportunity here. When the rough draft is correct, take out the portfolio and turn to the page beside the picture from Day 2. Have your child create a border and a title that fits such as, "K'omoks Origin Story". They'll write their story under the title. Ideally the writing is tidy, on straight horizontal lines, spaced centrally on the page, etc. You may have to show your child how to create lines with a ruler in pencil to ensure the work meets your expectations.

Step 7. Story: Use a verse or song to signify Story time. Lighting a candle can help create the environment for a story. Tell your additional origin story if you have one, if not, tell a second story from your local Indigenous community. Have your child snuff the candle at the end of the story.

Step 8. Closing: Close today's morning lesson with a verse once all materials are put away. Remember to provide a routine that includes math and reading practice time.

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DAY 4

GOALS OF THE LESSON

Have fun, go outside, live into the stories that are deeply embedded in the land around you, express gratitude!

WHAT TO KNOW BEFORE YOU BEGIN TODAY

Today you'll create a second paragraph if you told a second story yesterday. Remember the way you guided your child to create a mind-map to organize their thoughts before writing the paragraph on Day 2. You'll take this same journey today. If you notice commonly misspelled words you can collect these in the practice book as 'spelling words' and revisit them each time you begin a rough draft.

You'll also support your child to create the picture that goes with Day 3's story – prepare your materials accordingly.

TODAY'S LESSON

Step 1. Opening: Do your last yoga stretch, then begin your morning lesson with your 'opening routine'.

Step 2. IMA: Keep checking in on the Resource Hub for new ideas. An obstacle course is always a hit and can incorporate movements such as crawling, balancing, hopping and rolling.

Step 3. Math Minute: For today try this: Without writing anything down can your child answer the following (observe where the eyes look while they consider the math;) 47 plus 54, minus 13 (answer fyi = 88). Ask them to explain their strategy, for example, did they add the tens first, then the ones?

Step 4. Practice & Review: You'll support your child to create a mind-map of the story from Day 3. You'll begin with a title of the Nation, a large circle with 'in the beginning' and then about four smaller circles coming off of the main idea circle. Complete the same process you did on Day 2 to complete the map. You might be able to take a minute to discuss any similarities or differences between the two stories at this point. Using the mind-map and the instructions from Day 2, support and guide your child to create their rough draft paragraph.

Step 5. New Material: Remind your child about the practice of telling stories over and over through the years. Ask them why people might do this. Ask them what happens to the stories over time. You are leading your child to imagine how stories impact identity – you won't tell them this, but they may reflect an understanding in their thoughts. If you are working with multiple children today you could play the game

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'telephone' where you whisper a phrase into the ear of the first person and then they whisper what they heard to the next person and so on down the line. The final person says the what they heard out loud then you compare this to the original message.

Step 6. Learning Portfolio: Take a minute to do an Intentional Movement Activity for a quick outbreath before going into Bookwork. Take out the materials you have decided to prepare for today's artistic rendering of the story from Day 3. Guide you child to create a border and an image that reflects the main focus of the story.

Step 7. Story: Choose a story to tell in this moment today. Begin with a candle and verse, snuff to close.

Step 8. Closing: Close today's morning lesson with a verse once all materials are put away. How is your routine going? Are you feeling like it is beginning to take shape and feel more natural?

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DAY 5

GOALS OF THE LESSON

You're doing great things! You have given your child the experience of connecting to story to explore identity and belonging as well as connection to a moral compass. Keep exploring!

WHAT TO KNOW BEFORE YOU BEGIN TODAY

Today you'll have your child contemplate the role of story in their own life. You'll ask them what origin/creation stories they know and have them make a list in their practice book or journal. It would serve your child's thinking process if you can prompt them with some ideas from their experience such as their own birth.

Today you will tell another origin/creation story. DW will use the example of the Hebrew story from the Old Testament. With this story as the framework for the next 10 days of lesson plans, be sure to choose your story to take the same amount of time if you wish to follow the guide. Remember, the goal is not to teach religion but rather to inspire understanding about the concepts of oral traditions to promote well-being, and use of stories to promote connectedness, moral guidance, belonging, and hope as well as perspective taking.

TODAY'S LESSON

Step 1. Opening: Deep breath, then begin your morning lesson with your 'opening routine'.

Step 2. IMA: Movement linked with verse and song to support your child's unique developmental needs.

Step 3. Math Minute: Try the 4 times table forwards and backwards!

Step 4. Practice: & Review: You'll support your child to create a good copy of their rough draft. You'll begin by having your child read their rough draft aloud. In whatever way is appropriate for your child, work through any spelling or grammar corrections.

Step 5. New Material: With their practice book or journal nearby, remind your child about the practice of telling stories over and over through the years. Ask them what stories have been passed to them over time. Have them collect these thoughts in their journal as a list. If needed, prompt them to recall any family stories regarding celebrations throughout the year, or how things came to be as they are in the family, stories of birth, immigration, etc.

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Step 6. Learning Portfolio: Transition into bookwork with a verse and IMA if needed. Take out the portfolio and have your child put the good copy draft of the second story onto its page following your expectations for quality.

Step 7. Story: Transition into Story time with a verse/song and lit candle. If you are using the same story as DW, the creation story in Genesis from the Old Testament, tell only the beginning, about the darkness and the creation of heaven and earth. You can imbue your story with rich details to involve as many senses as possible – what did the darkness feel like, smell like, sound like, taste like, etc. Don't forget to mention whose story it is.

Step 8. Closing: Close today's morning lesson with a verse once all materials are put away.

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The Wonder of Grade 3

The Wonder of Fibers

Year 3 Month 2

This is a 5 day sample. Full unit includes 15 days of guided lessons and a 5 day flex week with suggestions for projects and independent work.

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Month Overview

CURRICULUM AREAS/LEARNING OUTCOMES — CONCEPTS/BIG IDEAS

Science: **Concept 1:** Living things are diverse, can be grouped, and interact in their ecosystems.
Connections: During this unit you will learn about animals with fur and wool and how they have adapted to their environment, and how people can learn from them about how to survive in the environment too.
Concept 2: All matter is made of particles.
Connections: Wool has long barbed fibers that create its texture, cotton has short fibers that make it so soft. Your child will wonder at what makes the texture and properties of these two fibers so different. Linen comes from the plant flax whose seeds they may have eaten! Your child will wonder at the properties of this versatile plant. Hemp comes from plants that can grow to maturity in under 100 days! Your child will wonder at the properties of this incredible plant. The thinnest of filaments creates the finest fabric, silk. Your child will wonder at the properties of this incredible cloth. They will contemplate the environmental impact of fiber creation.
Social Studies: **Concept 1:** People from diverse cultures and societies share some common experiences and aspects of life.
Connections: You can bring in a bit of a geography lesson to talk about where sheep are most often from and what kinds of people host them. Where does cotton come from? What do wool wearers and cotton wearers have in common? What is different about their homes? Where does flax come from? What do linen wearers have in common with those who wear wool or cotton? Where does hemp grow? What does hemp have in common with other plant fibers such as linen and cotton? How is silk made? What is the impact on the environment? How can we be responsible and care-full in how we make clothing?
Concept 2: Indigenous knowledge is passed down through oral history, traditions, and collective memory.
Connections: You can connect the story of Adam and Eve to the story of Indigenous people of your area and the use of local resources for clothing. You'll tell of the process for creating leather and demonstrate how these skills need to be passed on.
Concept 3: Indigenous societies throughout the world value the well-being of the self, the land, spirits, and ancestors.
Connections: How are fabrics made? What is the impact on the environment? How can we be responsible and care-full in how we make clothing?
Language Arts: **Concept:** Stories and other texts help us learn about ourselves, our families, and our communities.
Connections: You'll tell stories about how people use resources thereby connecting your child to the local environment, resources, and skills. Have your child start to read the tag on their clothing to find out what fiber it is made from.

FIRST PEOPLES' PRINCIPLES OF LEARNING

Principle: Learning is embedded in memory, history and story. **Connection**: You'll be passing on skills from your own culture and from diverse backgrounds. Each skill will be presented through story. Running behind each story of 'callings' will be the stories of the Old Testament as soul food.

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CURRICULUM OVERVIEW

Your child has been hearing the stories of others who are feeling vulnerable and a sense of separation during Month 1, the Wonder of Beginnings. They will continue these stories to support the idea of 'finding one's way' on the earth. You can choose a story of your own that contains the same theme or you can follow along with the DW suggested stories from the Old Testament (we recommend books by Jakob Streit called 'And There Was Light', then 'Journey to the Promised Land' but you can also find stories at The Baldwin Project). We'll use the Streit books in the lesson plans and cover stories of: The Garden of Eden: Adam and Eve, Cain and Abel, Seth, Adam's death, Sons of Cain, Jabal, and Thubal-Cain. Remember, this is not a religious lesson but rather the use of an incredible story that contains the theme that matches the developmental quality that your child is experiencing. There are also many Indigenous stories and stories from other cultures about fiber cultivation in picture book format to read to your child – one of our favorites is "Yetsa's Sweater" by Sylvia Olsen.

This is a VERY practical unit and will require materials to complete projects of your choosing. Please read the Appendix for suggested projects. Projects will continue throughout the unit and end in a 'sharing' event.

MATERIALS NEEDED

- Your opening and closing verses as well as some seasonal and topic themed verses
- Your IMA to support your child's development
- Resources for stories, see 'overview' for suggestions
- A portfolio, this unit easily follows the previous one and can share a book
- Crayons for colouring large pictures, pencils for writing
- See the Appendix for suggested hands-on activities that require materials – projects are part of the unit, WHICH projects are up to you and your child
- Fiber samples for pasting onto final page of portfolio

PARENT PREPARATION

As a crafty person this is one of my favourite units to teach. If you are not already a crafter, this unit will give you all kinds of skills and exposure. Check out the Appendix for suggested activities. In the class setting I would bring all of the suggestions over the month, take a look and do what makes sense to you.

You may want to pre-read the stories from the Old Testament and you'll definitely need to pre-read or watch the information from the links about each fiber listed in the Appendix.

Remember the theme of the unit is about connection to the world and preparation for independence – building practical skills. Check everything you bring to your child against this theme.

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SOCIAL EMOTIONAL LEARNING

Your child will get to hear about and experience the use of resources for the purpose of creating clothing. Through this learning they will come to an understanding of how we can demonstrate *social awareness and responsibility* through how we care for the environment and each other. Through the hands-on activities your child will be exposed to new skills and opportunities to develop *creative thinking* as they build on those skills.

DEVELOPMENTAL CONNECTION

Your 9 year old is in a developmental stage of separation. This is a natural and necessary aspect of growing up. They are beginning to feel the birth of an inner life that is separate from everyone else. Connecting them to their environment can provide a way for them to feel less exposed and alone. By always connecting the 9 year old child to the 'callings' of the world we provide a thread of connection to their environment as well as the confidence to care for oneself. Hands-on activities build independence and confidence.

PARENT REFLECTION

Consider your connection to the 'callings' of the earth…how far removed from the 'beginning' skills are you? What skills do you know that are directly related to the earth's resources? How and from whom did you learn these skills? Do you have any skills that were passed down to you from elders or older generations in your family? If so, how does that affect the value you place on those skills? Do you see that there is a role for these skills in your child's life? How will these skills best be brought to them?

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DAY 1

GOALS OF THE LESSON

To connect 'The Fall' to a need for practical skills and to mimic your child's inner feeling of separation and vulnerability.

WHAT TO KNOW BEFORE YOU BEGIN TODAY

Today you will tell the story of Adam and Eve on the earth after leaving the Garden of Eden. In the Streit book (see Overview) the story is called "On Earth". Feel free to change parts of the story that aren't a good fit for you, just try to maintain the archetypes of belonging, impulse for change, loss, exposure, and search for belonging again. Your child is developmentally on a journey of those themes. You are on a journey to explore the unit theme of "Fibers" coming from the idea that when we feel vulnerable, we search for belonging – when Adam and Eve become vulnerable, they look to the animals for examples of safety in belonging (fur/feathers/scales). Again, this is not a religious study but a great story that showcases the themes that are central for the 9 year old. During the 'New Material' part of the morning you'll tell the part of the story where Adam and Eve are created, you can make the story up if you can't find a written version that works for you. The archetype is that these two are created out of infinite wisdom and love and hope for the future. During story time you will continue on with the story to tell of life on earth as in the chapter from the Streit book. You'll bridge this story with the description for the making of leather. You will cover the fur trade in later grades, stick with the hand skills focus for this year. You'll begin your leather/fur project tomorrow.

TODAY'S LESSON

Step 1. Opening: A deep breath, then open the morning lesson with a verse, review of the schedule, weather report, and nature observation. This will become your Opening routine.

Step 2. Intentional Movement Activities (IMA): This will take about 5-10 minutes and is made up of verses/songs put to movement activities that strengthen/develop your child. Check in at the Resource Hub for new ideas added regularly.

Step 3. Math Minute: Take a few minutes to do a math game, activity, or question. This should stay a 'mental' process to develop flexibility and fluency. Today try asking, 465 minus 37. Observe the gaze…

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Step 4. Practice & Review: You can use 10 minutes of this time to have your child work in their math workbook or do this after morning lesson. In terms of the fiber theme, you haven't got anything to practice yet so you can use the time to clean the learning space. Give your child a spray bottle of mild cleaner and a rag, a broom, a vacuum, etc and get them to help clean the space – 10-30 minutes. Notice that this will be building work habits and life skills, perfect for the 9 year old.

Step 5. New Material: Discuss the story of Adam and Eve; their creation, living in the garden, and moving out. In reviewing the part of the story of the creation of Adam and Eve Daily Wonder wonders if the story can be interpreted as this; they were in the garden, Eve found courage to follow her intuition, they were out of the garden, they were rather suddenly faced with a hierarchy of needs that they never knew existed – they needed clothing and shelter! You can think of the time in the garden as Adam and Eve in the womb, remember how it was when your child was there? Adam and Eve were born when they left the garden, it needed to happen. Your child is developing self-awareness at this age, it is a similar feeling of loneliness, and vulnerability. You'll work this year to teach them the practical skills to develop their confidence and capacities.

In your discussion, focus for a moment on 'The Fall' when Adam and Eve have moved and are a bit cold. They look around to see the animals all snug in their coats and think that they need to learn how to use this idea. You can tell a story about how fur/leather is made, or you can tell a story from a book you may have.

Step 6. Learning Portfolio: Transition to the bookwork area with a verse and/or IMA. Take out portfolio. Today you will guide your child to bring a title page to the book. They will likely be working on the left page if they are continuing with the Wonder of Beginnings portfolio, either side of the book is fine. Begin with a border around the page. Inside the border guide your child step by step to draw two trees, one at each side of the page, and a laundry line strung between them. Grass below and some flowers at the foot of the tree would be nice also. Onto the line, guide your child to draw in clothing such as a top, pants, skirt, socks and undies. Above the clothing write the title 'Fibers' or 'The Wonder of Fibers' (notice the sample uses the title Clothing, this is fine too). Shade in the background to finish off.

Step 7. Story: Transition to story time with a verse or song and a lit candle. Tell the story "On Earth" or make one up about Adam and Eve creating clothing to feel more comfortable. Snuff candle.

Step 8. Closing: Close the morning lesson with your ending verse once all materials are put away. Enjoy the rest of the day. Remember to include up to 30 minutes for working in a leveled math workbook and up to 30 minutes for quiet reading in your daily routine.

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DAY 2 Fur & Leather

GOALS OF THE LESSON

To begin the practical work of the unit with fur and leather.

WHAT TO KNOW BEFORE YOU BEGIN TODAY

Today you will focus on fur and leather. Have all your materials ready for any project you have in mind with these materials. You will begin the story of Cain and Abel. You'll begin working with wool on Day 3.

TODAY'S LESSON

Step 1. Opening: A gratitude moment, then open the morning lesson using your opening routine.

Step 2. IMA: 5-10 minutes. If you are lucky enough to know Hebrew, add this in. Even if you don't know Hebrew, there are many great dances with Hebrew songs you can find on-line: search with keywords Waldorf Grade 3 Hebrew Dances.

Step 3. Math Minute: Use dominoes, playing cards or other items to make it fun and interesting. Today try cards – turn two over and add or multiply them together.

Step 4. Practice & Review: Up to 40 minutes. You can begin with 10 minutes of math workbook time or leave that until later. Today you'll work with fur and/or leather. Review the story of how leather is made and show your child the samples. Discuss the smell, texture, colour, etc. Describe the project to your child and get started. A pouch can be made by sewing or by collecting leather into a tied bundle. A long leather thread from the pouch's sides can turn it into a necklace or purse. Save a small square of leather for a sample to be added to the portfolio page later.

Step 5. New Material: If you have picture books or stories about making and using fur or leather, read those now. You can do so while your child is working on their leather/fur project. If a video or audio tale is a fit for you, here is a beautiful 20 minute video about the making of moccasins with leather.

Step 6. Learning Portfolio: Transition to the bookwork area with a verse and/or IMA. Take out portfolio. Today you will guide your child to create a picture and a written passage about fur and leather. Begin with a border. Guide your child step by step from your display surface

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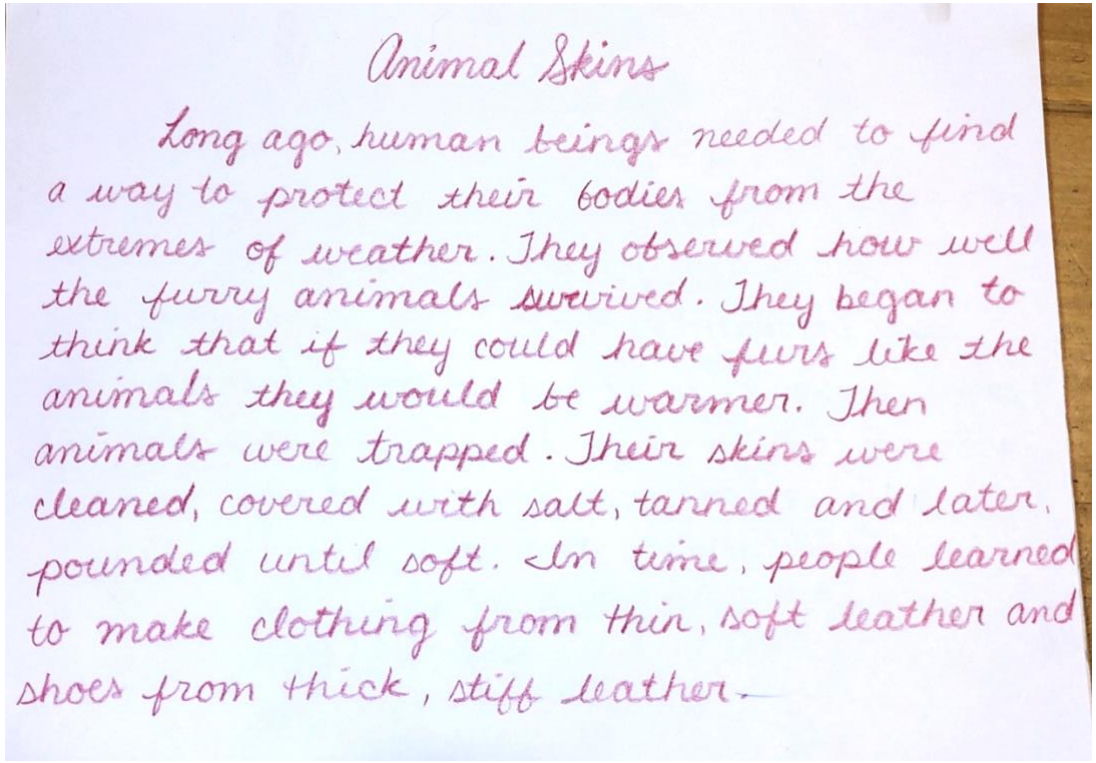
(chalkboard, white board, or paper) to create the title 'Fur and Leather'. Under it write a couple of sentences that your child will copy in their best writing. **Your sentence could say "Long ago people needed to find a way to stay warm. They saw how well the animals survived the cold. People trapped animals and made clothes from their hides. They cured, soaked, limed, fleshed, delimed, bated, salted and tanned the hide to turn it into fabric for clothing."** Under the writing, guide your child to create an image that goes with the summary such as a cow.

Step 7. Story: Transition to story time with a verse or song and a lit candle. Begin to tell the stories of Cain and Abel, there are many. In the Streit book there are as many stories as there are days in this unit. If you are following along, tell one story each day. Snuff candle.

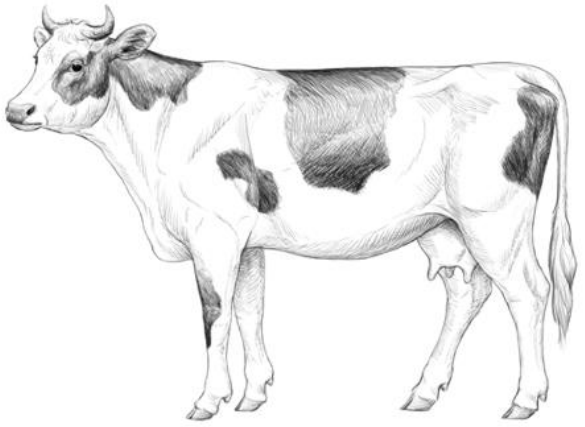
Step 8. Closing: Close the morning lesson with your ending verse once all materials are put away. Enjoy the rest of the day.

Example: Be sure to add the title "Fur & Leather" to your page. Under the writing, guide your child to create an image that goes with the summary such as a cow.



Animal Skins

Long ago, human beings needed to find a way to protect their bodies from the extremes of weather. They observed how well the furry animals survived. They began to think that if they could have furs like the animals they would be warmer. Then animals were trapped. Their skins were cleaned, covered with salt, tanned and later, pounded until soft. In time, people learned to make clothing from thin, soft leather and shoes from thick, stiff leather.



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DAY 3 Wool

GOALS OF THE LESSON

To present the story of wool.

WHAT TO KNOW BEFORE YOU BEGIN TODAY

Today you will present the story of wool. Up to and including Day 6, you will present skills for working with wool. You'll work with wool all month as you complete any and all projects you have planned. It is a very versatile and available fiber and offers so much in the way of skills. You can also take time in the Practice portion of morning lesson to finish the leather project.

If you got your hands on a copy of "Yetsa's Sweater" this is the day to read that too.

You'll continue telling stories of Cain and Abel through day 5.

TODAY'S LESSON

Step 1. Opening: Last sip of coffee, then open the morning lesson using your opening routine.

Step 2. IMA – 5-10 minutes. What about cartwheels? Somersaults?

Step 3. Math Minute: How about 550 more than 10 335?

Step 4. Practice & Review: Up to 60 minutes. You can offer 10 minutes for math workbook here or there will be time in the bookwork portion of the morning today. You'll continue working with leather to complete any planned projects.

Step 5. New Material: Tell the story of wool. You can tell it in your own words from your notes you made after reading the background information or you can read 'Yetsa's Sweater' or something similar.

Step 6. Learning Portfolio: There is no bookwork for today but feel free to use the time for working in the math workbook or personal journal.

Step 7. Story: Transition from bookwork once the day's materials are put away with a verse or song and a lit candle. Continue to tell the stories of Cain and Abel. Snuff candle.

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Step 8. Closing: Close the morning lesson with your ending verse once all materials are put away. Remember to include up to 30 minutes for math workbook practice and up to 30 minutes for silent reading in your routine today.

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DAY 4

GOALS OF THE LESSON

To gain practical skills in working with wool.

WHAT TO KNOW BEFORE YOU BEGIN TODAY

Today you will begin your first wool project.

You'll continue telling stories of Cain and Abel through day 7.

TODAY'S LESSON

Step 1. Opening: Pull on your cozy socks, then open the morning lesson using your beginning verse or song and your usual routine.

Step 2. IMA – Prepare for Sukkot?

Step 3. Math Minute: 36 nuts divided between 4 friends, how many each?

Step 4. Practice & Review: Up to 60 minutes. You can offer 10 minutes for math workbook. Have your child recall the story of wool. Present the first wool project and begin the work of it. Be sure to explore the smell, feel, look, etc. of the wool products that you present.

Step 5. New Material: Any further details about wool. If you have another picture book, you can present that here. If you have a skill to add, do that now.

Step 6. Learning Portfolio: Transition into bookwork with a verse/song and/or IMA. Take out portfolio and materials. Today you will bring the summary and

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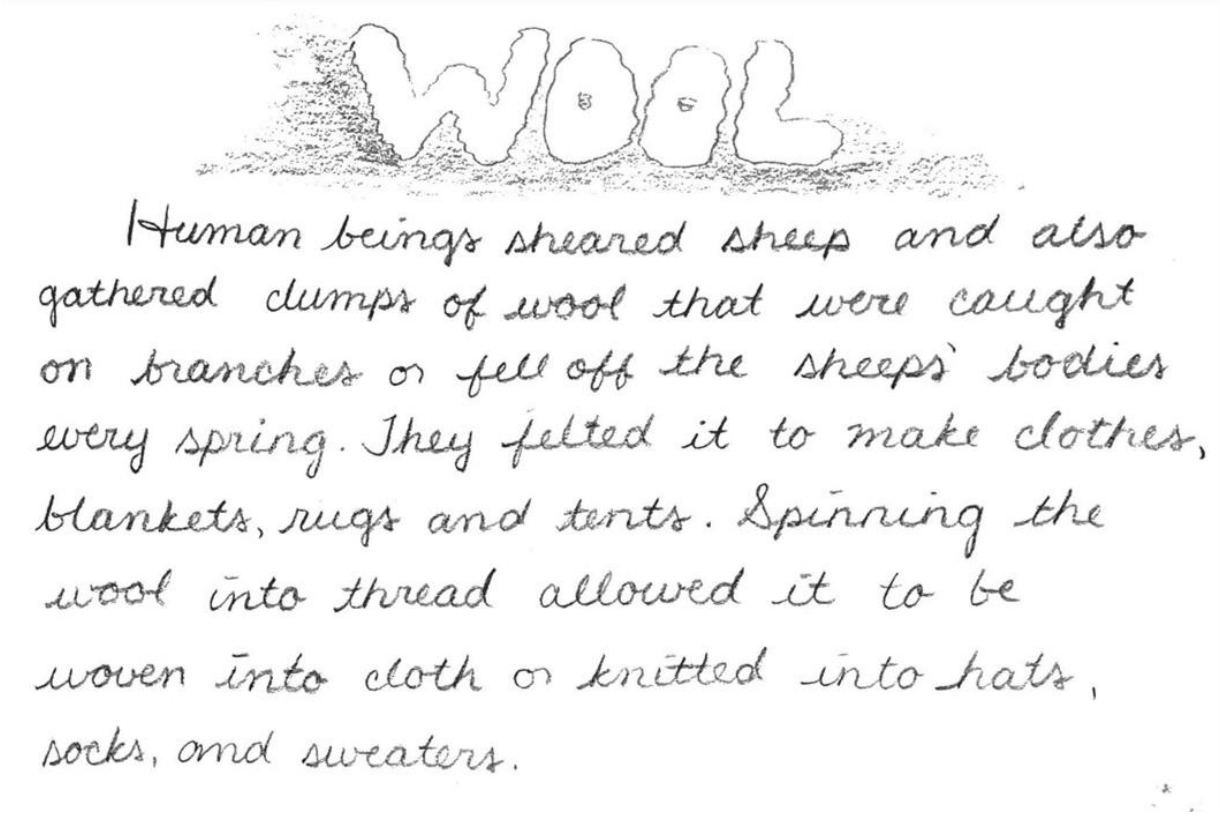
picture of wool. Guide your child step by step to begin with a border. Next, you'll guide the writing, beginning with the title "Wool" and followed by a summary such as, *The sheep's wooly coat is sheared every Spring. People gather the wool, wash it, card it, spin it and then weave or knit it into warm clothing.* The image can be several small images or one of the following: a person shearing a sheep, a person washing wool in a tub, a person spinning wool, a person knitting or weaving. Shade to finish off the page. See examples.

Step 7. Story time: Transition from bookwork to story time with a verse or song and a lit candle. Continue to tell the stories of Cain and Abel. Snuff candle.

Step 8. Closing: Close the morning lesson with your ending verse once all materials are put away. Enjoy the rest of the day.
Examples:



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DAY 5

GOALS OF THE LESSON

To gain practical skills in working with wool.

WHAT TO KNOW BEFORE YOU BEGIN TODAY

Today you will continue working on wool projects. Days 6-10 will bring in working with cotton and linen, have those materials ready for those coming days.

You'll continue the stories of Cain and Abel.

TODAY'S LESSON

Step 1. Opening: A moment of gratitude, then open the morning lesson using your beginning verse or song and routine.

Step 2. IMA – 5-10 minutes. Singing, dancing, moving, and laughing.

Step 3. Math Minute: 5 friends, 5 candies each, how many in all?

Step 4. Practice & Review: The bulk of today's lesson. You can offer 10+ minutes for math workbook here if that is working for your routine. Continue to work on wool projects. Each project will likely take many days. Ensure that enough time is given for the completion of projects to encourage expression for feelings of perseverance and for accomplishment. Holding the expectation that projects are completed is an incredible gift to give a child who lives in a time of instant gratification:)

Step 5. New Material: Give your child time to journal about working with wool only if it suits your child's learning style to write. Some children will do best to stay in the practical. If you decide to journal, you could have your child write a 'how to' entry about each wool project. Later on, they could showcase some of their completed projects alongside these entries written in good copy. (A note for parents; I've done this and called it a Fiber Fair. We invited the whole neighbourhood to see finished projects, written descriptions, and demonstrations of processes. We even had hidden fibers in brown paper bags so guests could 'guess the fiber' within. It was really fun, and also served the purpose of assessment of learning too).

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Step 6. Learning Portfolio: Today's bookwork is journaling or finishing up the wool pages if they are incomplete. Transition as needed.

Step 7: Story: Transition from bookwork or practice with a verse or song and a lit candle. Tell the next story of Cain and Abel. Snuff candle.

Step 8. Closing: Close the morning lesson with your ending verse once all materials are put away. Enjoy the rest of the day.

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Appendix - Links About Fibers

The following are helpful links for your background reading about fibers. Each fiber has a path from harvest to fiber, to cloth. In their portfolio your child will bring a summary and an image. The links below will provide information and images. Be prepared for fur/leather and wool for week 1, cotton and linen for week 2, and hemp and silk for week 3.

Fur/leather
How a hide is prepared and turned to leather and a great image of a cow - https://mahileather.com/blogs/news/how-is-leather-made
Each step in the hide to leather process - http://www.all-about-leather.co.uk/what-is-leather/how-is-leather-made.htm
Indigenous clothing examples and explanations - https://indigenouspeoplesatlasofcanada.ca/article/clothing/

Wool
How wool is processed from sheep to knitting wool on an industrial scale - https://www.blackberry-ridge.com/prosdscr.htm
A video of an at home process from sheep to spun – 30 minutes - https://www.youtube.com/watch?v=CUzq1Y0Wm-o

Cotton
Industrial scale cotton processing - https://www.quilting-in-america.com/process-of-making-cotton.html
A video aimed at kids that shows the path from flower to yarn, then next video shows the path from yarn to fabric. I don't suggest your child watch this but rather that you watch it to understand the process and then describe it to your child - https://www.youtube.com/watch?v=ystM8evK6HE

Linen
I love this one! All the vocabulary is there and the pictures are perfect for your needs - https://ulsterlinen.com/flax-to-linen/
Another great one, great images for the portfolio - http://hoe-farming.com/growing-and-harvesting-linen-flax/

Silk
Manufacturing silk - https://www.aplustopper.com/sericulture-process-of-silk-production/
Wow! A great video for you on the process of creating silk fibers - https://www.youtube.com/watch?v=77ktNSPFbwQ

Hemp
A great video that shows the process done by hand and includes images of the plant- https://www.youtube.com/watch?v=8bguwO91BSM

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This piece will confirm the vocabulary for you, basically the same process as for linen - https://goodonyou.eco/material-guide-hemp/

Hands-on Activities

Here are some ideas for project activities you can do with your child over the month. Each activity can be introduced after you have presented that fiber. The more hands-on they get to be, the more they will get out of the learning. Decide and prepare for these projects before you begin. Fur/leather and wool are in week 1, cotton and linen in week 2, and hemp and silk in week 3.

Fur/leather

- A sewn purse - https://www.pinterest.ca/pin/353321533237533334/

Wool

- Acquire some raw wool and complete the whole process: washing, carding, spinning, dyeing, knitting.
- Carding with pet brushes - https://www.youtube.com/watch?v=UmmeQLtLuUk
- Just the knitting part - https://www.youtube.com/watch?v=ONVQCK_-rKc
- Make knitting needles - http://thewonderofchildhood.com/2011/04/the-first-grader-make-knitting-needles/
- Weaving - https://www.pinterest.ca/pin/283445370276034811/
- Needle felting - https://www.youtube.com/watch?v=fU6tihDWHhQ
- Finger knitting - https://www.youtube.com/watch?feature=youtu.be&v=dfC-ib8Y_qw&app=desktop

Cotton

- Dying cotton with plants to make a table center cloth - https://www.artsy.net/article/artsy-editorial-5-natural-dyes-create-contents-kitchen
- You can easily substitute linen or hemp fabric for this idea

Silk

- If you are lucky, you may be able to find a silk work cocoon to unravel.

All fibers – with any of the fabrics it can be nice to hand sew little items in each fiber to get a sense of the texture. Sewing little bags or making table napkins can be a fun project. This can also be done as knitting from the yarn of each fiber.

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The Wonder of Grade 3

The Wonder of Shelters

Year 3 Month 3

This is a 5 day sample. Full unit includes 15 days of guided lessons and a 5 day flex week with suggestions for projects and independent work

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Month Overview

CURRICULUM AREAS/LEARNING OUTCOMES — CONCEPTS/BIG IDEAS

Language Arts: **Concept 1**: Stories and other texts help us learn about ourselves, our families, and our communities. **Connection**: You will bring the world to your child as you tell about climate, resources and how people connect to these aspects of the world and create shelter for themselves and their community. **Concept 2**: Curiosity and wonder lead us to new discoveries about ourselves and the world around us. **Connection**: Through creating models of some of the shelters they hear about, your child will have a direct experience of the idea phase of building shelter.

Social Studies: **Concept 1**: Learning about indigenous people nurtures multicultural awareness and respect for diversity. **Connection**: Your child will hear stories about people in diverse climates and locations to help them understand the needs of people in possibly unfamiliar places. **Concept 2**: People from diverse cultures and societies share some common experience and aspects of life. **Connection**: Everyone needs shelter! You'll first make the connection through your story of the Hebrew people in their search for the homeland. You'll continue the theme of creating home as you tell of people from around the world.

Science: **Concept 1**: Thermal energy can be produced and transferred. **Connection**: In many climates around the world the main purpose of shelter is to stay warm. Your child will begin to understand how the choice of materials and the use of fire supports a warm and safe shelter. **Concept 2**: Wind, water, and ice change the shape of the land. **Connection**: The shape of the land can have an impact on the climate, the resources available and the resulting shelter needs. Your child will hear descriptions of diverse lands as they discover traditional shelters.

Math: **Concept**: Regular increases and decreases in patterns can be identified and used to make generalizations. **Connection**: Recognizing patterns can support the craft of making shelter such as the use of ice blocks for making igloos.

OVERVIEW

This month you will tell stories about shelters. Have stories ready to tell or use a chapter book about shelter. You will find many suggested books in Appendix A at the bottom of this unit. You can continue using the Jakob Streit books as well since the Hebrew people in the books are searching for the Homeland. If you finished 'And There was Light' last month, you could go on to 'Journey to the Promised Land'. The theme of shelters and the stories to match will be the backdrop for all skill building this month. There will be practical work as well as a focus on literacy. Your child will have opportunities to create diorama versions of each shelter; see the Appendix for a schedule and suggested materials.

This unit will allow for a thorough focus on building up the literacy skills already begun in first and second grade. This year the focus is on the Syllable Phase of literacy. You will find fun games and activities in the lesson plans and Appendix to support your child on this step by step literacy program. The step by step approach helps assure you that all the pathways in the brain have been laid and your child is set up for success in the years to come.

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FIRST PEOPLES' PRINCIPLES OF LEARNING PRESENT IN THE LESSON

Principle: Learning is embedded in memory, history and story. **Connection**: It is only through those who have come before us that we fast track our own learning. We hear the stories from history to build our own knowledge.

MATERIALS NEEDED

- Seasonal/thematic verses and for your opening, transition and closing verses.
- Intentional Movement Activities (IMA) to suit your child's physical development needs
- Portfolio and coloured pencils; feel free to continue with the Fibers portfolio
- Leveled Math skills workbook – be sure to read DW Math Scope and Sequence on the Resource Hub for information about major themes brought through DW units
- Project materials – your child can build a shelter outside if possible as well as in mini form, see Appendix at bottom of this unit for schedule and suggested materials, many of which you may wish to gather in advance.
- Consider a trip to a museum or visitor center if these are places of shelter display in your area
- Library books on the subject, see Appendix A for suggestions
- Literacy materials, see Appendix A for 'things to prepare'

PARENT PREPARATION

This unit is meant to be truly hands-on with lots of fun opportunities to create and work. Shelter building can be as grand or as small as you want it to be. There are a few suggestions about books from the library and materials to consider listed in the Appendix at the bottom of this unit. You will also need to prepare some literacy materials, not much, but you'll definitely want to read ahead. Your child will get the opportunity to create five mini shelters. Consider a place where you could display these for the month and to whom and how your child could present their work at the end of the unit. As one parent to another, don't feel you have to keep the models after the unit:). Take a photo, put it in the cover of the portfolio and let the materials return to the earth in your yard. At my house we had a 'log cabin' for the insects and fairies under the rhododendron for about two years until the wonders of the soil consumed it.

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SOCIAL EMOTIONAL LEARNING

Your child will begin to understand and value the connections between peoples as well as between people and their environment. Often in current or traditional cultures that build shelters as a community every person has a role. Your child will have opportunities to contemplate how each person is valued as a contributor. This perspective will support their *social awareness and responsibility*. Your child will hear stories of others building shelter and hear about how climate and resources impact the kinds of structures that people build. The method of shelter building in traditional cutures is a shared responsibility that is passed on orally. They will come to understand that *learning is embedded in memory, history and story*. As well, your child will get to try their own hands at building structures as they experiment with their own *creative thinking* capacities.

DEVELOPMENTAL CONNECTION

The child nearing nine years old is needing connection and confidence in their capacities. As you know by now, we bring them the 'callings' of the world to help them feel capable and connected. This month you will continue to support your child to work with practical skills after coming to an understanding about climate, resources and how to build structures. We started the year with a kind of birth, then shelter for the skin, and now we will work a bit farther out with shelters for the family. Be sure to consider how you will give your child the full experience of shelter building. Here are some ideas: build a log shelter in the woods, build a driftwood shelter at the beach, draw a giant drawing of a dream house, go for a walk each day to the construction site nearby to watch professionals build a house, build a structure in your yard, build a pillow and blanket fort in the living room, and the list goes on.

PARENT REFLECTION

Have you ever thought about what made you choose the place you call home? What led your choice? Undoubtedly, no matter what your life situation, you had a 'feeling' about the place. This is going to be true for your child as they hear about shelters around the world. They will get to practice putting themselves in another's shoes. They will get to define their own feeling for a place. How do they define a good shelter? Do they consider the weather? The available resources? Have you? In grade four you will support your child to take a step out even further from themselves and look at animal habitats; what must a human consider that an animal doesn't need to? What makes you feel like your shelter is a home?

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DAY 1

GOALS OF THE LESSON

Today you will begin the new theme. To this end, you will tell about shelters; you may have some books from the library about the theme in general too that would be great to have on display. In the Appendix, as well as below, a verse is offered for use in your Opening portion of the lesson. This verse could go onto the title page.

WHAT TO KNOW BEFORE YOU BEGIN TODAY

This month you are working with the theme of Shelters. You'll be bringing the idea of how the right shelter is determined, how to use local resources to build shelter, and what shelter does for humans. At the same time, you'll be building and strengthening literacy skills. Today you will set up your rhythm, a three-day rhythm:

- **Day 1 = story,**
- **Day 2 = writing,**
- **Day 3 = picture, as well as the story as the next Day 1, repeat.**

You'll be threading literacy games and activities throughout the days too. Be sure you have checked out the Appendix for materials you may need for the literacy games and activities, as well as story themes and a shelters verse.

TODAY'S LESSON

Step 1. **Opening:** Deep breath, then begin your morning lesson with an opening verse (one offered below), review of the day's schedule, weather report and maybe a sharing about nature or a significant event in your family or community.

The earth is the home of humankind
Its ceiling the blue sky above.
Its floor is the ground we walk upon,
Held upright by the spirit of love.
The sun gives its warmth in the daytime,
Moon and stars give their light in the night.
And over us all in great wisdom,
Spirit/Universe guides with lawful might.

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Step 2. Intentional Movement Activity (IMA): Choose a few movement activities such as skipping, juggling, ball bouncing and put it to verse or song. The movements should be fun for your child but challenge them as well. For some children this is a great time to practice OT movement activities or movements that strengthen development specific to your child's needs. The IMA portion of the morning will take between 5-15 minutes each day.

Step 3. **Math Minute:** Take a few minutes each day to practice fun math games and activities such as a mental math question or a quick game with dominoes or playing cards. The goal is to develop flexibility and confidence. You may choose to give your child time to work in their leveled math workbook now as well.

Step 4. **Practice& Review:** This can take between 15 and 45 minutes each day; watch your child's interest and vary your practice daily even if you are repeating activities. For today, take out your sight word cards, play around with these for a few minutes. You could show the card and have your child read it, then hide the word and have them spell and say the word. You could cover one letter and ask them to guess the word. You could put out a bunch of words and ask them to find a specific word. You could put out a bunch of words and ask them to find a word after giving a clue (example, a word that rhymes with band and I can use it to wave).

Next, play Syllable Cards with the sight words. See instructions in the Appendix at the bottom of this unit.

And finally, collect any spelling words that are relevant following your practice. Are there any sight words that need practice? Is there a specific phonics rule that needs further exploration? Collect about 3-5 words onto a spelling list that you will add to and practice this week.

Step 5. **New Material:** Tell your child about shelters from around the world. As you tell them about shelters, ask questions about their shelters or shelters they have seen. Ask them about their climate and others they might have experienced. You could say something like the following that will go into books tomorrow….

Shelter is very important to humans. There are four important shelters in life: the earth; the house; clothing; and the body. Houses are built to protect humans from harm and weather. Different styles of houses are designed to withstand the four climates of the earth. These climates are: Hot and Dry; Hot and Wet; Cold and Dry; and Cold and Wet.

Step 6. Learning Portfolio: Transition to the workspace with a song/verse/IMA. Take out portfolio and drawing materials. Begin on a title page. This page could follow your work from the Wonder of Fibers. The title page can be a very lightly crayon-shaded night and day landscape with a sun on one side, moon on the other, light sky, dark sky, rolling hills beneath. Do this lightly so that your child can write the Shelter's Verse overtop. It is ok at this point to skip the border for every page. If your child has a sense of space, allow them to define where their work fits with

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an imagined border. Some children will benefit from using a border to bring the contents to the center of the page; you decide what your child needs.

Overtop of the shaded landscape, have your child write the title of the unit. They can write “Shelters” or “The Wonder of Shelters”. In the example beside me today the child made a treehouse out of the ‘t’, which is a great idea I pass on to you. Under the title, support and guide your child to write out the verse in their best writing, use cursive if possible. You may need to provide writing lines for your child since the verse has eight lines to manage.

Step 7. **Story:** Using a verse or song, transition to a quiet listening space and light a candle. Here you can tell a story of shelters from the book of your choice. You may also use the Streit book, ‘Let There Be Light’. The DW plans will indicate when to tell a story about a specific type of shelter. We will tell of one archetypal shelter for each of the four climates. If you are telling a shelter story, keep it general for now.

Step 8. **Closing:** Close your morning lesson with a verse or song once all materials are put away. Don’t forget to find a time for working in a math skills workbook. This can be done at the beginning of your Practice time or after your Morning Lesson. DW recommends that you find between 15 and 30 minutes for this and that you avoid major concepts that will be approached in a hands-on way during the year. See DW’s Math Scope and Sequence document in the Resource Hub for more information.

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DAY 2

GOALS OF THE LESSON

To provide a living picture of the climates of the world and the resulting shelter needs of the people. You'll use story as your vehicle and verse and song as your map. Have fun.

WHAT TO KNOW BEFORE YOU BEGIN TODAY

You'll need your sight word cards and any other word cards you are working with. You will also need a math workbook and a book for your child to do some daily silent reading. You can embed math into the Practice time of your Morning Lesson, or you can make time later in your day. Silent reading is a nice afternoon or evening activity, but you can put this time wherever it works for your child and your family.

TODAY'S LESSON

Step 1. **Opening:** Deep breath, then begin your morning lesson with an opening verse (we'll keep the suggested verse in the plans for this week), review of the day's schedule, weather report and maybe a sharing about nature or a significant event in your family or community.

The earth is the home of humankind
Its ceiling the blue sky above.
Its floor is the ground we walk upon,
Held upright by the spirit of love.
The sun gives its warmth in the daytime,
Moon and stars give their light in the night.
And over us all in great wisdom,
Spirit/Universe guides with lawful might.

Step 2. Intentional Movement Activity (IMA): Your fun and purposeful collection of movement activities set to verse or song. Check in at the Resource Hub for ideas.

Step 3. **Math Minute:** A mental math question that uses a few place value spaces is great for third grade. Here's one to try today: 13 000 and 2000 and 400 and 50 and another 600, how many?
Step 4. **Practice & Review:** Let's set up a routine that you can use for 30 – 45 minutes on each day of this unit at this Practice time.

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Spelling, 5 – 10 minutes – begin by going over the words you have collected, noticing any phonics rules that apply. You could play Syllable Cards with those words. You could do quizzes once a week and decide how to create incentives. Don't forget to add some vocabulary words along the way (these will be shelter subject specific words).

Sight Words or Kid Writing, 10 - 15 minutes – work with sight word cards in groupings of phonics rules or word families. Choose about 10 a day with this in mind. Play around in as many ways as you can think of to keep it fun as you build progress. Kid Writing is allowing your child to practice writing by providing a sentence starter to finish and giving space to write without editing; this becomes a great assessment artifact.

Syllable Cards and Mystery Words, 10 – 20 minutes – using these games you will be building up your child's capacities for reading and spelling. It is this particular skill that Langley and Millizer-Kopperl identified as missing in most literacy programs. Many 5th graders and beyond struggle to spell; it might be because they didn't develop their symbol imagery skills. How-to play is in the Appendix at the bottom of this unit.

For Review today: Ask your child if they can tell you about the shelters of the world that you told them yesterday. Ask them how the earth, the house, the clothing and the body act as shelters. Ask them if they remember the climates of the earth. Review these four climates: *Hot and Dry; Hot and Wet; Cold and Dry; and Cold and Wet.*

Step 5: New Material: Discuss what kinds of resources might grow in each of the climates, allow your child to share their ideas, you'll tell the specifics in days to come. Discuss things like what kinds of trees or shrubs might grow, what the landscape might look like, what kinds of animals roam around the landscape, etc.

Step 6. Bookwork: Transition to the workspace with a song/verse/IMA. Take out portfolio and drawing materials. Today you will support your child to write out the description of shelters. You can create the summary in a way that works for your child, for example: Write it out for your child in your display area for them to copy, dictate it to them as they write in rough draft then correct and rewrite into their portfolio, or have them create their own summary in rough then good copy. A summary is offered below:

Shelter is very important to humans. There are four important shelters in life: the earth; the house; clothing; and the body. Houses are built to protect humans from harm and weather. Different styles of houses are designed to withstand the four climates of the earth. These climates are: Hot and Dry; Hot and Wet; Cold and Dry; and Cold and Wet.

Begin with a title: 'The Shelters of Humans'. Try to have the title take over the effort of the border if you have let this aspect go. That is to say, guide your child to have a title really stand out. They can do this by thoughtfully considering what font best suits the subject, by adding a

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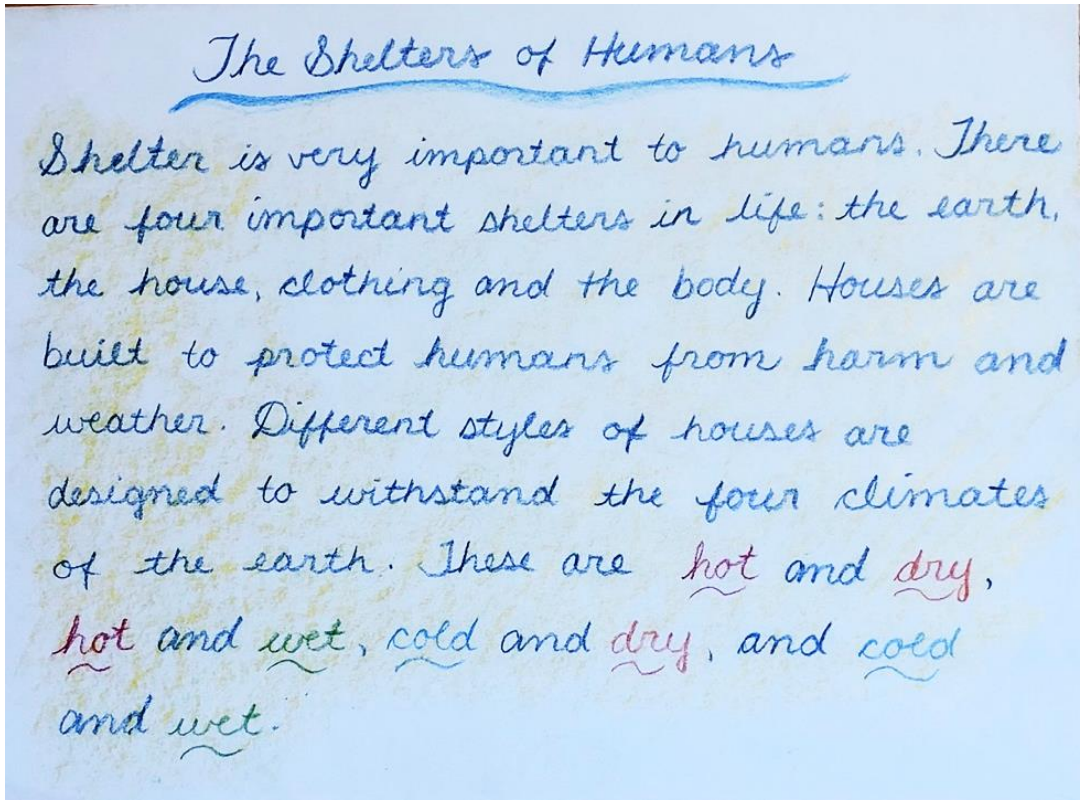

'flourish' to the title in the form of a tiny image/underline or, they can use colour to beautify this element. Even in the writing of the summary you can guide your child to highlight certain words with a change in colour or font (the child who created my sample used different colours for the temperature words).

Step 7. **Story:** Using a verse or song, transition to a quiet listening space and light a candle. Here you can tell a story of shelters from the book of your choice. Tomorrow you will tell a specific story for the hot and dry climates (desert tent).

Step 8. **Closing:** Close your morning lesson with a verse or song once all materials are put away.

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DAY 3

GOALS OF THE LESSON

Today you will work with a literacy process: decoding syllables. This is toward the goal of high-level reading and spelling.

You will tell a story of the Desert Tent today as you define the Hot and Dry climate and resources.

WHAT TO KNOW BEFORE YOU BEGIN TODAY

You'll work with sight words, spelling words, and syllable cards every day to build capacities and mastery. Some preparation is required to this end.

TODAY'S LESSON

Step 1. **Opening:** Deep breath, then begin your morning lesson with an opening verse (we'll keep the suggested verse in the plans for this week), review of the day's schedule, weather report and maybe a sharing about nature or a significant event in your family or community.

The earth is the home of humankind
Its ceiling the blue sky above.
Its floor is the ground we walk upon,
Held upright by the spirit of love.
The sun gives its warmth in the daytime,
Moon and stars give their light in the night.
And over us all in great wisdom,
Spirit/Universe guides with lawful might.

Step 2. Intentional Movement Activity (IMA): Your fun and purposeful collection of movement activities set to verse or song. Check in at the Resource Hub for ideas. It can be a challenge if you are working with only one child. Try throwing and catching a ball, jumping rope each with your own rope, doing yoga together, playing Jacks, etc.

Step 3. **Math Minute:** Practicing times tables to a clapping rhythm is really fun and fits with Grade Three math skills focuses.

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Step 4. **Practice & Review:** Your 30 – 45 minute routine...

Spelling, 5 – 10 minutes – begin by going over the words you have collected, noticing any phonics rules that apply. You could play Syllable Cards with those words. Consider doing a fun quiz at the end of the week and decide how to create incentives. Don't forget to add some vocabulary words along the way (these will be shelter subject specific words).

Sight Words or Kid Writing, 10 - 15 minutes – work with sight word cards in groupings of phonics rules or word families. Choose about 10 a day with this in mind. Play around in as many ways as you can think of to keep it fun as you build progress. Kid Writing – a prompt followed by independent writing.

Syllable Cards and Mystery Words, 10 – 20 minutes – using these games you will be building up your child's capacities for reading and spelling.

Step 5. New Material: decoding – taken from "The Roadmap to Literacy": Show your child a cucumber or large carrot, ask them 'who can eat this in one bite?' Tell them that just as it is necessary to cut a cucumber or carrot into small bits to eat, it is necessary to break big words into bits to read and spell them. Show them a long, made up word (Langley/Militzer-Kopperl uses CONTERANTIVE). Don't read the word. Write out the four steps to decoding long words: 1) Underline vowel sounds. 2) Break off prefixes and suffixes. 3) Try to start each syllable with a consonant. 4) Read each syllable separately and then blend together. Do this together with the made-up word. If you have time, model a few more words.

Step 6. Learning Portfolio: Transition to the workspace with a song/verse/IMA. Begin by asking your child what they would wear in a hot and dry place, a hot and wet place, a cold and dry place, and a cold and wet place. Ask them what kind of shelter they might build in each place. Take out portfolio and drawing materials. Today you will support your child to draw a climate wheel. They can begin by drawing a free-hand circle in the middle of the page. The circle will be divided into four by placing an x in the middle with lines extending to the edges of the circle. Your child can colour the circle to look loosely like the earth. Over top of the shaded earth, guide your child to write each of the earth's climates: hot and dry, hot and wet, cold and dry, cold and wet, one in each quadrant. They can shade around the circle in expanding colours to fill the page.

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Step 7. **Story:** Using a verse or song, transition to a quiet listening space and light a candle. Tell a story of a desert tent/hot and dry climate shelter. The story can feature these details that will be written into the book tomorrow:

In the desert, days are mostly hot and sunny. Nomads live in low, broad, open tents. Lengths of cloth, leather, or palm leaves are stretched around a wooden frame. The tents can be rolled up easily and moved from place to place.

Step 8. **Closing:** Close your morning lesson with a verse or song once all materials are put away.

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DAY 4

GOALS OF THE LESSON

You'll work with literacy materials and review the shelter of the hot and dry climate.

WHAT TO KNOW BEFORE YOU BEGIN TODAY

You'll continue working with 'decoding syllables' today and each day until Day 6 when you will introduce 'encoding'. Decoding and Encoding are foundation skills that you will continue to work with from now and throughout your homeschooling journey.

TODAY'S LESSON

Step 1. **Opening:** Deep breath, then begin your morning lesson with an opening verse (we'll keep the suggested verse in the plans for this week), review of the day's schedule, weather report and maybe a sharing about nature or a significant event in your family or community.

The earth is the home of humankind
Its ceiling the blue sky above.
Its floor is the ground we walk upon,
Held upright by the spirit of love.
The sun gives its warmth in the daytime,
Moon and stars give their light in the night.
And over us all in great wisdom,
Spirit/Universe guides with lawful might.

Step 2. Intentional Movement Activity (IMA): Your fun and purposeful collection of movement activities set to verse or song. Crawling and balancing are often underdeveloped in children of today, if this applies, try it in your IMA.

Step 3. **Math Minute:** Practicing times tables to a clapping rhythm is really fun and fits with Grade Three math skills focuses.

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Step 4. **Practice & Review:** Your 30 – 45 minute routine...

Spelling, 5 – 10 minutes – begin by going over the words you have collected, noticing any phonics rules that apply. You could play Syllable Cards with those words. Don't forget to add one or two vocabulary words each week.

Kid Writing, 10 - 15 minutes – Prompt: "If I lived in the desert I would build….".

Syllable Cards and Mystery Words, 10 – 20 minutes – using these games you will be building up your child's capacities for reading and spelling.

Decoding, do this as you go. You might choose a couple of vocabulary words each day and then add them to your spelling list. You can also use them in your Mystery Words game. Words such as 'desert', leather, climate, structure, etc. are a great place to begin.

Step 5. **New Material**: Ask your child to tell you what they remember from the description of desert shelters. Ask them about what plants and animals they might expect to see there.

Step 6. Learning Portfolio: Transition to the workspace with a song/verse/IMA. Take out portfolio and drawing materials. Today you will support your child to write a description of the desert shelter. Begin with a title, "The Desert Tent – Hot and Dry". Under this have them write the following, you may need to provide lines. Don't forget to encourage cursive writing:). Decide if they copy from you, write a rough draft with dictation, or create their own summary. Here is an example:

In the desert, days are mostly hot and sunny. Nomads live in low, broad, open tents. Lengths of cloth, leather, or palm leaves are stretched around a wooden frame. The tents can be rolled up easily and moved from place to place.

Under the writing, if there is space, have your child draw a camel or palm tree on the sand and shade lightly behind their writing.

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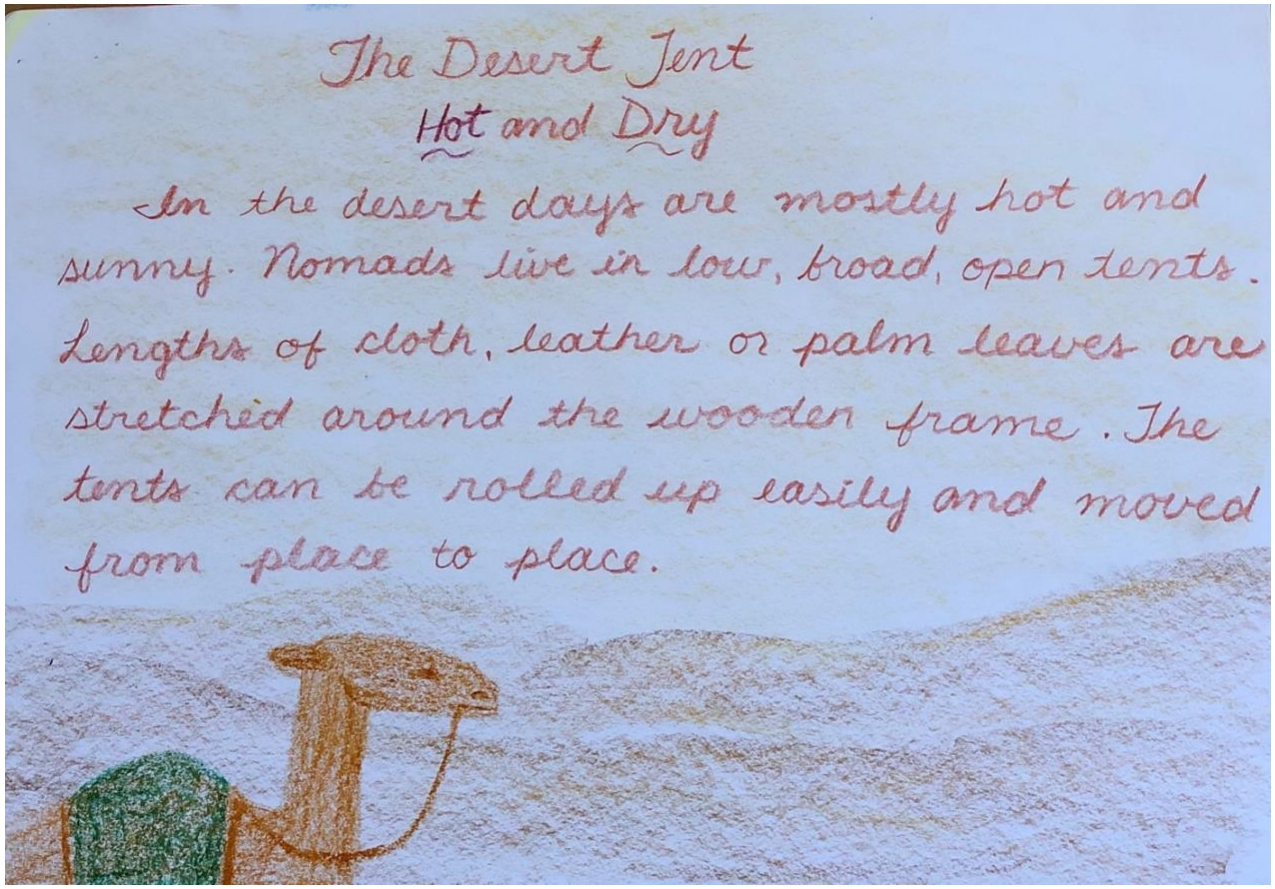

Step 7. **Story:** Using a verse or song, transition to a quiet listening space and light a candle. Tomorrow your child will draw a desert tent so you can tell another desert story or any other shelter story.

Step 8. **Closing:** Close your morning lesson with a verse or song once all materials are put away.

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DAY 5

GOALS OF THE LESSON

You'll work with literacy materials and review the shelter of the hot and dry climate.

WHAT TO KNOW BEFORE YOU BEGIN TODAY

One week in! Well done. Remember, if you are not happy with one thing or another, or if you have questions, you can reach out to your community on the DW Facebook Group to share, ask, emote. You can also reach out to your DW Team, we love to be invited in. Whatever your days are like, if you get up, you are doing great:)

TODAY'S LESSON

Step 1. **Opening:** Deep breath, then begin your morning lesson with an opening verse (we'll keep the suggested verse in the plans for this week), review of the day's schedule, weather report and maybe a sharing about nature or a significant event in your family or community.

The earth is the home of humankind
Its ceiling the blue sky above.
Its floor is the ground we walk upon,
Held upright by the spirit of love.
The sun gives its warmth in the daytime,
Moon and stars give their light in the night.
And over us all in great wisdom,
Spirit/Universe guides with lawful might.

Step 2. Intentional Movement Activity (IMA): Your fun and purposeful collection of movement activities set to verse or song. Clapping games are so much fun, check in at the Resource Hub for some ideas.

Step 3. **Math Minute:** Practicing times tables to a clapping rhythm is really fun and fits with Grade Three math skills focuses.

Step 4. **Practice & Review:** Your 30 – 45 minute routine...

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Spelling, 5 – 10 minutes – this could be quiz day! Give 5 minutes to go over words, then try a quiz. Cross any words off your list that have been mastered, add more as you go. Help your child set personal goals regarding their spelling.

Sight Words, and Decoding, 10 - 15 minutes - maybe use words that you'll add to your Mystery Words game.

Syllable Cards and Mystery Words, 10 – 20 minutes – use your vocabulary words and your sight words.

Step 5. **New Material:** Ask your child to describe the desert tent. What are the materials? How heavy would the posts be? How heavy is the fabric? What is the texture? How many people does it take to work together to create it? How do they know how to build it? How do they pass on the knowledge to younger community members who will one day teach others? How long do the people stay before they pack up and move on? The true answers are not the important part, these questions give your child a moment to create a living picture in their imagination. Allow it to be as is.

Step 6. Learning Portfolio: Transition to the workspace with a song/verse/IMA. Take out portfolio and drawing materials. Today you will support your child to draw the desert tent. Guide them to draw posts that are sunk into the sand, about twelve posts in three rows of four. Next the fabric is stretched across the top of the posts and then tied to the ground at an angle like a tent fly. Usually a carpet was laid on the sand under the tent and sometimes more fabric was tied onto a side of the tent if the wind was blowing from that direction. This protects the people from sun and wind. A fire pit would be placed just outside of the tent for cooking. Here is a sample to get you thinking.

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Step 7. **Story:** Using a verse or song, transition to a quiet listening space and light a candle. Tell your child a story of shelter. Use either a story book you have from the library or the Streit book about the Hebrew people on the search for the Homeland.

Step 8. **Closing:** Close your morning lesson with a verse or song once all materials are put away.

Note for Day 6: *You'll give your child almost the whole lesson to build a mini desert tent. Be sure to think about what materials to offer them. This should be an independent project but will need you to provide the materials. See the Appendix for materials suggestions.*

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Appendix - Shelters Resources

Books about Shelters to get from the Library

- Traditional Houses from Around the World by A. G. Smith
- The Children's Book of Houses and Homes by Carol Bowyer
- Wonderful Houses Around the World by Yoshio Komatsu
- Houses and Homes by Ann Morris
- The Complete Yurt Handbook by Paul King
- Living in an Igloo by Jan Reynolds
- Building an Igloo by Ulli Steltzer
- Shelter by Celine Claire. (Helping others to find shelter)
- A House is a House for Me by Many Ann Hoberman (what kind of house is right for whom)
- The Can Man by Laura E. Williams (a book about homelessness)
- The Lunch Thief by Anne C. Bromley (Homelessness due to fire)
- Little House in the Big Woods by Laura Ingalls Wilder

Shelters Verse for your Opening (author unknown)

The earth is the home of humankind
Its ceiling the blue sky above.
Its floor is the ground we walk upon,
Held upright by the spirit of love.
The sun gives its warmth in the daytime,
Moon and stars give their light in the night.
And over us all in great wisdom,
Spirit/Universe guides with lawful might.

Literacy Processes and Phonics Rules for this unit

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- The literacy program that DW uses is from the incredible and thorough three-year program called The Roadmap to Literacy by Janet Langley and Jennifer Millitzer-Kopperl. The grade three year is the final year. If you wish for more information, we encourage you to purchase the book, it is an invaluable resource.

Processes:

1. Decoding and encoding by syllable – mystery words and syllable cards
2. Sight words practice – Dolch list
3. Spelling 'quizzes' every week (use sight words, phonics rule words, and unit vocabulary)

Phonics Rules:

1. Open and Closed Syllables
2. The Big Four Prefixes: un-, dis-, in-, re-
3. Consonant -LE Syllables
4. The Big Four Suffixes: -ment, -tive, -tion, -ture

Cursive Writing

Not sure about cursive? Here are some articles to get you thinking. DW includes teaching cursive in grade two lesson plans. If you decide to go ahead with it, you can find great resources for step by step instructions on how to bring this to your child on-line or in your local bookstore.

1. For three solid benefits involving literacy - https://www.scholastic.com/parents/books-and-reading/raise-a-reader-blog/cursive-writing-practice.html
2. For the biological and psychological benefits - https://www.psychologytoday.com/ca/blog/memory-medic/201308/biological-and-psychology-benefits-learning-cursive

Literacy Activities – Things to Prepare:

Syllable Cards and Mystery Word are games for Symbol Imagery Exercise. This will lead to great reading and spelling later on. These games are taken from 'The Roadmap to Literacy', and they took them from Lindamood-Bell programs. We love how we all love to teach children to read!

Syllable Cards

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- WHAT: Write words/syllables, that can be sounded out, onto index cards. As an alternative you could use a list of words and a blackboard. In either case, use your neatest printing, making sure all letters are lower case and of a nice size. You can use some sight words but make sure that most words can be sounded out.
- HOW: Show the card to your child, take card away, have child air write the word, have your child tell you the letters of the word while you write them down, have your child read the letters, then the word. Make one change to the word by either removing/covering or changing one letter and asking your child to read the new word. You can also ask what letter you'd need to change to change the word to a new word, example 'what do I do to change cat to cut'?

Mystery Word

- Played the same way as Syllable Cards but without the cards. Say one letter at a time of the word you've chosen. Your child will air write it, then tell you the letters to write, read those letters, then read the word.

Sight Words

- These are the most common words that appear in print. Some of the words are phonetically spelled, some don't follow the rules. It is great to create flash cards to bring sight words to your work with the above games after you have introduced the phonics rules for a word. Click this link for a free downloadable list of sight words and some printable flash cards. You can also search on-line for Dolch sight words by grade.

Practical Arts – Making Models of Shelters

Your child will be invited to make a mini replica of each type of shelter. There will be five opportunities to make shelters. For each project your child will need a base, card stock for a title card, plus the materials to make the structure. Feel free to use your creativity in developing your own materials list, the sky is the limit. We suggest a shoe box lid size base and offer the following ideas for materials that you might be able to find outside or at the Dollar store:

Day 6 – The Desert Tent

- Fabric (felt or leather or anything really)
- Sticks as poles
- String
- Glue and scissors
- Sand
- Plasticine if they want to add animals and humans

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Day 9 – The Grass Hut

- Grass/raffia to weave
- Fabric in case weaving is impossible
- Sticks to make the frame
- String to make the frame
- Leaves for the roof (or fabric)
- Sand or grass for base covering (fabric or paint could work too)
- Glue and scissors
- Plasticine for possible characters

Day 12 – The Yurt

- Felted wool or leather or any fabric
- Sticks and string to make the lattice
- Ground covering
- Plasticine for characters
- Glue scissors

Day 15 – The Igloo

- Sugar cubes/marshmallows/plasticine for bricks
- Toothpicks to hold it together
- Paint
- Sticks for fire pit
- Glue and scissors

Flex Week Project – Indigenous Shelter of your area

- Clay
- Cloth
- Sticks
- Paint/glue/scissors
- Grass or sand

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