

ACADEMIC EXERCISES

[EXERCISES FOR GRADES 1 – 2](#)

[EXERCISES FOR GRADES 3 – 7](#)

LESSONS, 1ST AND 2ND GRADE

(maximum 60 minutes)

During this month you could review the writing of sounds. For good memorization, the best is to work at each sound for three days. So for example, you start with a sound on Monday. On Tuesday you continue to work on it with a few exercises, at the same time you start with a second sound. On Wednesday you do the last exercises on the first sound, continue the exercises on the second sound and start with a third sound. And so on.

Here are some examples of exercises you can do with a sound.

EXAMPLES OF SOUND EXERCISES

(to be distributed over three days)

Poetic Awareness

- Ask the children to close their eyes and read the following poem to them.

*The wind is such a playful chap;
Today he snatched my new spring hat.
He tossed it in the air so high
I saw it sailing through the sky.
I knew I'd never get it back -
Then, down he dropped it in my lap!*

- Discussion about the poem: Ask yourselves what makes the poem beautiful? Get the children to notice the repetition of sounds, the repetitions that create a kind of music, with melody, rhythm and magic. And how one can't help but smile when it all comes together at the end.

Sound Awareness

- Ask the children to close their eyes and raise their hand each time they hear the long "I" sound as you read the poem again. Instead of the poem you can also use a series of words, or a passage from the previous day's story.
- Get the children to say several words to you with this sound. You can also ask them to find some in the story you told the night before.

Copy

*He tossed it in the air so high
I saw it sailing through the sky.*

For 2nd grade students or those who are comfortable with writing, they can write the poem entirely. (For other sounds, you could also write a sentence from the previous day's story, where we hear the sound you would like to work with).

The best is for the adult to write the sentence while the child is watching, then he will have to copy it into his beautiful notebook, in his best writing. For the child, seeing the adult himself write the letters has a significant effect on his willpower. It is much better than copying directly from a book for example.

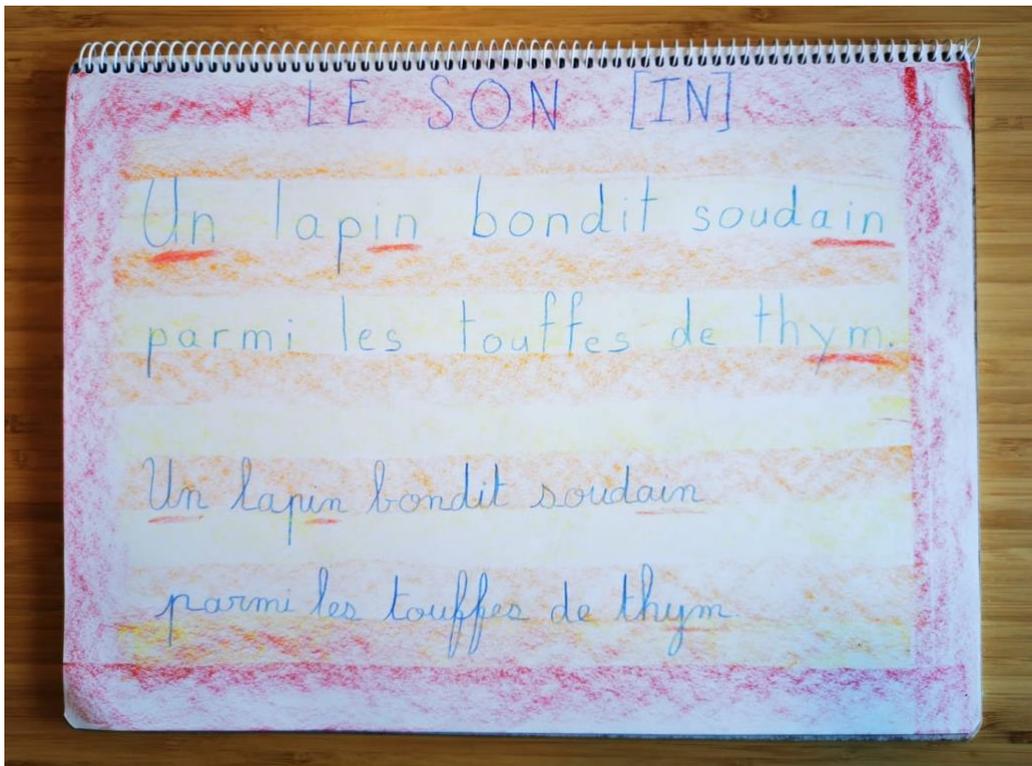
Try to write as beautifully and fluidly as you can. Feel your way into the pleasure of it by writing with all your heart, by connecting with the joy of writing beautifully. This is what will be transmitted to the child.

You may write the sentence first in print writing. (To help the child learn to read, it is good for him to write it "as it is written in the books", but then later in cursive writing).

Depending on their level, you can skip the print writing if reading is already easy for them, or drop the cursive writing if it is too difficult for them.

If you have large block crayons, what is ideal for the children is if they draw wide straight colored lines across the page, inside of which they later draw their letters. This is a proven technique in Waldorf pedagogy that allows for less constrained and more artistic writing. In my experience, when done in this way, the child always ends up developing a more beautiful writing.

Example of how things can be done in a notebook:



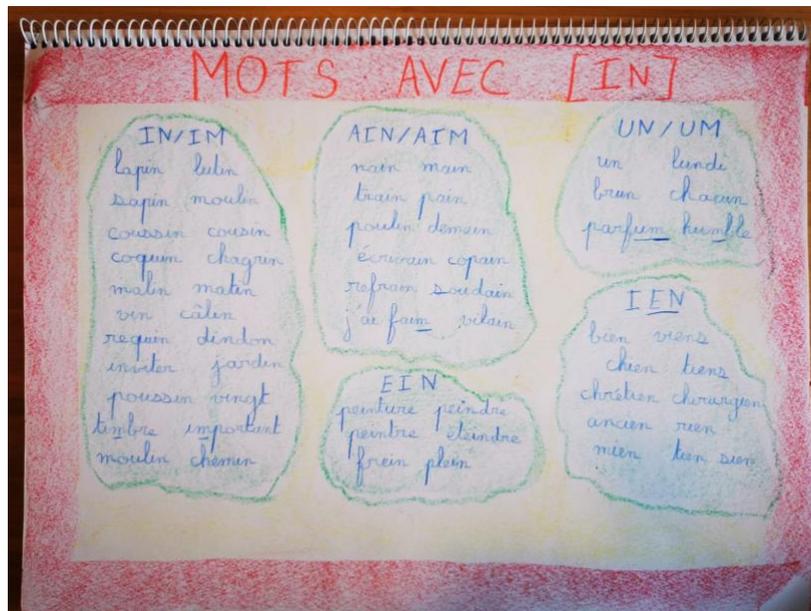
Sound Awareness with Writing

- Ask the child to read the sentence she has just written to you.
- Discussion about the sentence:
 - What is the sound we hear three times?
 - What are the three ways to write it?
 - What is the other way to write this sound? (e.g. "igh" or "y" or "ie".)
 - Can you tell me other words where we hear this sound?

Lesson Creation

- Ask the children to write (in their draft notebook) lots of words where you can hear the long sound "I".
- Then correct them and eventually help them find more words and then have them copy them into their beautiful notebook in organized groups.

Example of an organized sound lesson :



Dictation

- Choose a few words from the lesson in her beautiful notebook, then dictate them to her, while she writes in her draft notebook, then correct them together.

Reading and Expression

- Ask the child to read the sentences and the lesson out loud to you.
- Ask him to express the lesson in his own words. For example: "There are several ways to write the sound "l", they are ...".

Writing

- Using the list of words from her beautiful notebook, ask the child to write sentences (in her draft notebook) which use at least three words that have the sound "l" in them.

Memorization

- Ask the child what sounds we have worked on so far and what are the different ways to write them.

LESSON 3RD - 7TH GRADE

(around 60 minutes)

Each day I will propose a text for children from 3rd grade and up.

It should be copied into their beautiful notebooks and if possible illustrated.

Afterwards you can do different exercises based on the text and depending on what you want your child to work on.

Some examples of exercises:

- For spelling: dictation of the previous day's text.
- For grammar (see below)
- For conjugation: choose some verbs from the text and conjugate them in other tenses or translate the text into the future or the past tense.
- For writing: write a text about other things learned during the reading.
- For a presentation project: research the theme of the lesson.
- For an oral presentation: present the project to the whole family.

Grammar

Instructions to be given to the children:

- Frame all the verbs in the copied text in red.
- Underline the nouns in blue.
- Underline the adjectives in green. (Point out to the children that green is close to blue, just like adjectives are generally close to and complete a noun.)
- Circle the pronouns in blue. (Point out that one uses blue because the pronoun replaces a noun. Together you can try to identify what each pronoun replaces.)
- Draw a purple bridge over the connecting words. (Point out that the connecting words form bridges between words or groups of words or sentences.)
- Underline the adverbs in orange. (Point out that it is done in orange, a color close to red, because adverbs generally complete a verb.)