

MONDAY

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ACADEMIC LESSON

BEGIN STORY OF THE MONTH (READ BY AN ADULT)

Charlotte, 8 and a half

Yesterday we talked to all of our cousins over the internet! Our cousins who live in Madrid and also the ones who live in Paris, all at the same time. There were two video screens on the computer, I didn't even know it was possible!

Right now, they have quarantine in their countries, that means that people have to stay at home to not spread the coronavirus pandemic, because if there were too many sick people at the same time, it would be difficult to treat them all at the same time in hospitals if they ever had to go there. It happens once in a while, but more often it is a bit like the flu that mom had this winter. In any case, almost all schools are closed all over the world and people should not leave their homes, except to go buy food or medicine.

In fact we are also in isolation, but it's not really the same for us because first of all we have a large garden and also at the end of the garden there is the forest where we can always go for a walk, as long as you don't get close to other people.

Even if they are our friends we can't approach them. It's not because we're afraid, it's because we need to help the hospitals and be careful that we don't all get sick at the same time.

Therefore, mom decided that we were going to call our cousins to keep them company a little, because it is not easy to stay in all day for a long time. They are brave, aren't they?

I have a secret that I'm not going to tell anyone: I'd like to be in Madrid, to see if I can be brave like them! I'm not going to tell in case it might upset them and maybe even hurt them, but I think they're lucky. They think we are the lucky ones. And they are certainly right. But I still have my secret. I would really like to try it. Quarantine, wouldn't it be an adventure?!

During the video call with our cousins we told them what we had done during the day and Solange who was all excited like usual when she says anything, was suddenly stopped by Lucia, our cousin in Madrid, who said: "Stop bragging!"

This made me angry, because I don't accept when someone speaks badly to my little sister, but when I said that to Lucia, instead of answering me in her usual saucy way, she started to cry. So, I became a little nicer to her again and it is true that she is small like Solange and I don't like it when she cries. I would have liked to hold her in my arms. I told her,

"I'm sorry, Lucia, I didn't mean to make you sad. But do tell us why are you crying?"

She sobbed for a little while longer, with her impressive black eyes looking straight at us, looking quite angry. Finally, she said a little nastily,

"I don't think it's fair. You, you are all together, you are having fun, you can even go out and play tag and climb trees. We have to stay in the apartment all the time! It's not fair!"

This upset me because she was a little aggressive in her tone, so I asked her:

"What would you prefer? That we can't go out either? Would that make you feel better?"

"Please stop, you're not being nice." said Hippolyte, my big brother.

Then Lucia yelled,

"Yes, I would prefer that!"

"You're the one who's not being nice," said Antonin, my other brother. "Why would that make you happier if we too are unhappy? That's mean you know!"

Lucia calmed right down because I think she is a little in love with Antonin and he spoke to her in a soft yet somewhat stern voice. So, she sighed and just said,

"Yes, but still ..."

Antonin smiled and asked her,

“So, what can we do to help you feel better?”

“I dunno...”

There was a long silence. Then suddenly we all started talking at the same time. After a while of talking over each other we eventually came to an idea together. We would do a video call every day. Melody is used to homeschooling us and well, now she will teach them too, online! It will be really fun! And we will all be together! We will tell them everything that we do and they will as well... well, of course not in exactly the same way, since they have to stay at home, but we are not going to abandon them. Every day we will be with them and we will find ideas so that they can do the same things as us... at least in some way.

After we hung up, mom said to us, “Let us never forget the others and pretend they don’t concern us. Whenever we are about to go and have fun, let’s ask ourselves: what could they do to have some fun too, can we give them any ideas?”

Later during dinner, Dad suggested we could write letters to children around the world to tell them our ideas ... and maybe some would even answer us!

This was my first letter.

Lucien, 9 and a half

I live in a big house with two families in it. Our parents are very close friends so they decided that we were going to live altogether and it was the best decision in the world! Otherwise, right now when we are not allowed to see other people there would only be the six of us with my brothers and my parents. But instead there are also my sisters, who are not exactly my real sisters since they are the daughters of Yaheb and Saskia, but I consider them to be my sisters and fortunately we are not separated!

I know we are very lucky and so I want to write these letters to children all over the world so that if they feel lonely and bored, we can kind of keep them company in this way. I don't know if it will help them, but I really hope it will.

I'm so proud that Mom is doing home schooling for all of our cousins! I jumped out of bed this morning even earlier than usual, I was so much looking forward! I was hoping it was going to be a really exciting lesson and that my cousins would be proud of her, like me! I kept telling others to hurry up for breakfast, but Dad laughed and said it was useless to hurry since the meeting was at 9am. But I still had the feeling that if we went faster, time would be shorter. So, I was the first one finished eating, although I usually am, it's true, but I was finished first even more than usual and I had to wait a long time! So long!

So, I started to prepare our classroom for it to be absolutely perfect. I washed the blackboard several times until it was all clean and shiny. I rearranged the nature table, I removed the dead leaves and repositioned the stones in a nice composition. I aligned all the desks, I made sure that nothing was lying on the floor and I sprayed the green plants to remove the dust from their leaves. I even washed the windows with the special cloth and then suddenly it was time! Finally!

When we all sat down, mom opened the computer and there they were, our cousins, they were there ready at their little desks, it was so great! Everybody smiled. They had just finished their nap, while it was morning for us. Isn't that weird? The sun doesn't rise at the same time as it does for us. It is the same sun but because the earth is very large and round and turns on itself, it is as if the sun revolves around the earth. First it rises in Paris and then on the ocean and finally on us and it continues like that, on the other side of North America, then on the other ocean, etc.

In reality, it's not the sun which revolves around us, but it looks like it does. It was Camille who explained all this to me, because when I was little it made me angry when she told me that it was dark at our cousins, I couldn't believe it, and I thought she was teasing me.

Anyway, the lesson started after we all said hello and it was really, really funny to say the poems all together while repeating after mom, then behind the screen

and us here, and then we sang all together. But it didn't always work very well because of the connection, but in any case, we were having fun. And we showed our cousins my favorite song; *Cheveux aux vents*, which we sang really well, it was so beautiful, I was proud of us and we could tell that they liked it a lot.

For children under the age of eight, you could stop reading here.

If you continue reading for older children, the younger ones can at this point change activities. For example; draw a picture of the story or play calmly.

READING

(ABOUT 30 MINUTES)

Depending on your child's reading level, you can ask him to read the text (partly silently and partly out loud), or you can read it to him, or alternate reading it out loud.

When he reads it out loud, help him follow the punctuation (pause when there is a period, give expression to exclamation and question marks, etc.)

Then mom told us that we were going to learn about human and animal constructions for four weeks, and started by asking us,

"What do you think human beings built first?"

"Caves?" asked Lucia, "To live in?"

"It wasn't humans who built the caves," protested Charlotte.

"Who was it then?" asked Solange.

"It was nature itself," said Antonin. "Humans don't build everything you know."

"That's for sure," said mom, smiling. "Who else builds things?"

"Well, there is nature and ..."

"But who in nature?"

"Nature forces, like wind, water... stuff like that," said Camille softly.

"And also, the movements of the earth," said Laurie. "The plates of the earth move and collide with each other and that makes mountains and landscapes."

"The earth moves?!" exclaimed Lucia.

She looked pale and we all laughed.

Then she shouted, "I don't believe you! I never felt the earth move!"

"I felt it move!" said Léonie. "We visited our friends up north this winter and there were two earthquakes!"

"Yes, we felt them all!" said Charlotte. "The earth has trembling!"

"And then what, they created caves?" asked Rebecca.

We laughed and said no. It didn't change the landscape at all, it didn't even knock our houses down (luckily!).

"They were small earthquakes then," said Laurie. "Sometimes there are very big ones, which can even cause tsunamis because they move the ocean floor."

"Yes, so the earth doesn't build anything when it moves, it only destroys," said Rebecca.

"But you can't build without destroying," said Hippolyte. "Even when you want to build a house, first you destroy the one that was there before, and if there was no house before, you still have to destroy the forest that is there or at least the trees and grass and part of the ground. We cannot build just like that, otherwise the houses would stack on top of each other!"

We all laughed.

Then Rebecca said,

"We didn't destroy!" When mom bought our apartment, we renovated it, we didn't destroy it! It's better to renovate!"

"Sometimes it is better," said mom, "Especially in Europe where there are a lot of old buildings to restore, but sometimes it is very good to knock down a house that is not very beautiful or not very healthy and to build a more suitable one in its place."

"But you pollute when you destroy," said Laurie "better to improve than to destroy."

"Yes, that is often true," said mom, "but not always. We will talk about all these things during these four weeks. Now let us return to what is created by the forces of nature."

"But I said that they destroy, that they don't build," Rebecca reminded us.

"But what do you think you do when you renovate?" pointed out Antonin. "There are things you have to destroy, walls for example. If you destroy absolutely nothing at all, it is very difficult to renovate."

"That's right," said mom.

"So, earthquakes are there to renovate the planet?" asked Solange.

We all laughed again.

"Earthquakes are no fun," said Laurie. "They kill people sometimes."

"Yes, that's right," said Rebecca. "But in Europe big earthquakes are very, very rare."

"In Canada too," I said.

"But how are they created?" asked Léonie.

"In fact, the ground of the earth is made up of immense and very thick plates which float on magma," mom explained, "and it is especially at the places where these large plates touch each other that big earthquakes can be found, such as around the Pacific Ocean and the Indian Ocean."

We didn't say anything for a little while. I think we were all thinking of these big plates floating on something a little like lava, red and hot and flowing. Quite something to think about. I liked it a lot.

"But then why was there an earthquake in Quebec when we were there?" I asked.

"It could be the result of very, very old movements that still have an effect today," said mom. "Long ago, Quebec was covered with a huge glacier that compressed the soil a little and even though the glacier melted a very long time ago, the soil can continue to rise after compression, by a few millimeters per year. Most things happen very slowly with the earth. If I compress a balloon filled with water, it will return to its shape when I take my hand away, so too with the ground of the earth. It is a little similar except that it happens slowly, very, very, very slowly. And these very slow movements can suddenly cause, along a small crack in the earth's plate for example, a movement that makes the earth tremble. Sometimes, an earthquake can be due to a movement between two large plates and the tremor spreads very far and you can feel it, very faintly, in France."

"Is that so? Could we also feel the earth shake in Spain?" asked Antonio.

"Yes, it could happen," said mom.

Again, no one said anything for a while. It was fascinating to imagine the earth moving like this below us. It was a little hard to believe. I asked,

"So, the earth is alive...?"

"Yes," said mom in wonder. "There are movements inside ... heat, magma, water, gases ... It is as if she breathes ... We shouldn't think of the ground of the earth as like a concrete floor, no, the earth is alive, there are lots of things happening at its center and on its surface..."

"But we still don't know how caves are made," said Lucia.

"With certain types of rock, water can infiltrate and create holes over time. It's like water sculpting rock, but through an immensely long sculpting process."

"What about earthquakes?" asked Antonio.

"Earthquakes crush rocks," said mom. "They too transform the landscape. They are part of this great, very slow movement of plates which sometimes stretch, tighten, meet, and move slowly under the effect of heat inside the earth. It is a matter of a few millimeters at a time, but over time this can even move mountains! And then the mountains age, they are sculpted by water and wind, they change size and shape, they shrink and become hills. All this gradually forms and transforms the landscape."

"So, when I am very old, the mountain where we ski may have become a hill like where you live?" asked Lucia.

This made us all laugh, and she laughed too because it's true that it's a silly thing to imagine.

And Hippolyte said,

"But no, for the landscape to change it takes a lot more time than that. When you are very old, your mountain may be a few centimeters higher or lower, that's all. Or a few meters..."

"But that is already a lot!" exclaimed Antonio.

"Yes, it is still a lot," said mom, "and the peak of a mountain can even move several meters in a year! But basically, it doesn't change the landscape very much for us, one can barely notice it or not at all."

"But if we lived a hundred thousand years and woke up only every one thousand years, we would notice," said Antonin.

"Exactly!" said mom.

"I'm going to tell dad that the first architect in the world was the earth and that she is an architect that works even slower than he does," I said.

Everyone laughed.

And I was happy.

LESSON 1ST AND 2ND GRADE

Please see the document "Academic Exercises".

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.

Please see the document “Academic exercises” to choose the exercises you want to do.

To be copied in the beautiful notebooks

The Building of the Landscape

*There are many things going on inside of the earth;
movement of heat, water, gases...
very slow movements of the earth's plates as they float on magma.*

*On the surface, the wind, the water, the heat, the cold, the movement of the
ground and other forces of nature gradually sculpt the rocks, the mountains, the
hills, the caves...*

*All of this slowly forms and transforms the landscape.
So the Earth itself is the world's first architect and builder,
the slowest builder.*

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. (See example below.)

If your child already writes in a straight and orderly way with each letter adequately sized, it is better that he or she writes without help lines to further develop the beauty of their writing gesture.

LE SON [IN]

Un lapin bondit soudain
parmi les touffes de thym.

Un lapin bondit soudain
parmi les touffes de thym.

ARTISTIC LESSON

PAINTING: YELLOW SUN ON BLUE SKY

[See video showing the different steps](#)

This painting exercise has a balancing effect which can benefit adults and children from 6 years of age. Take the time with your child to observe each painting and suggest how to balance it. This will have an internal harmonizing effect.

(For example, in the video, the yellow can be seen to take up too little space compared to the blue, so I had to expand it.)

If you have younger children, give them just one of the two colors and let them paint freely.

Materials:

- ✓ A small jar of yellow and blue water colour paint. (Preferably gouache mixed with a little warm water.)
- ✓ Two larger jars of warm water.
- ✓ A very smooth and stiff sheet. (It can be the reverse side of a cutting board, or directly on the table.)
- ✓ Two brushes. (If possible one with a wider tip and one with a thinner tip.)
- ✓ Watercolor paper.



Steps :

- Soak the watercolor paper sheet for ten minutes in warm water. Use a basin or sink.
- Remove the sheet from the water and smooth it onto the wooden board.
- With the large brush, start by applying full intense blue to a corner and continue all around along the edges and corners of the sheet.
- Wet the brush a little and gently bring a little of the blue paint towards the center while beginning to create a gradient.
- Continue to bring part of the previous ring each time a little more towards the center while continuing the gradient, until the last ring is almost transparent. Be careful to leave enough white space in the middle for the yellow.

- With the finer tipped brush, paint an intense yellow sun in the middle of the sheet. Then make it radiate outwards, as we did with the blue inwards. Blurring increasingly until an almost transparent yellow meets the almost transparent blue.
- Observe the painting and get your child to ask himself; do the blue and yellow have the same intensity, are they in balance, do each take the same amount of apparent space, do they meet in transparency and without forming green?
- If necessary, resume painting to improve it according to the observations made.

END OF MORNING STORY

In order to introduced all the different characters, today's part of the story for the beginning of the morning was unusually long, therefore, this time there will be no story for the end of the morning.

NATURE ACTIVITY

IF WALKING OUTDOORS IS POSSIBLE

As you walk today, remember that the earth is constantly moving. You don't feel it, you don't see it, but it is as if you are walking on an immense living being, a giant which breathes, which has movements of heat and air and water inside just like you do, and which moves, which moves all the time but very, very, very slowly ...

If you can go to a forest or a park, collect some natural objects to create or decorate a small nature corner at home. Things such as; beautiful stones, a shell, a piece of bark or root, a pretty branch or twig, pinecones, a leaf, etc. If this is not possible, just stop and have a good look at any of the beautiful natural things around you.

IF WALKING OUTDOORS IS NOT POSSIBLE

Lie on the ground, close your eyes and remember that the earth moves very slowly, like a living being, even if you can't feel it. Think of all these forces of nature that are active below you without you seeing or feeling them. The heat, the air, the movement of the ground ... It is as if you are lying on a huge giant! When you are ready, get up, put on a piece of music that you like, a slower piece that helps you to feel deeply into the earth and with your parents or your brothers and sisters, dance for the earth, dance as if you were the wind or the heat or the slow movements of the ground.

