

# My Islamic Waldorf Year

## A Waldorf Guide to the Year

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These are the themes for each month of the Islamic Calendar. This is to guide you in your task for making your own additions to the program and for merging it with a western program if you wish (or perhaps you simply want to be aware of what holidays your child is learning about at a Western school). This theme list also helps you organize the lesson plans you are provided with online. Each month I follow the themes listed below. Your lessons will be most effective if you find ways to emphasize these themes throughout the month in various ways and to recognize where they are located in the lesson plans.

### MONTHLY THEMES

#### MUHARRAM THEMES

*Meaning: Islamic New Year*

The Lunar Calendar

Time

Noah's Ark (it was said to have landed this month)

Holidays: Islamic New Year

Holidays: Ashurah

#### SAFAR THEMES

*Meaning: Month of Battles*

Ways You Can Fight for Good

Personal Battles We Have

#### RABIA ALAWAL THEMES

*Meaning: The First of Spring*

The Prophets of Islam

Holiday: Birthday of the Prophet

#### RABIA ALTHANIA THEMES

*Meaning: Second Month of Spring*

Springing Forth Spiritually

Renewal

#### JUMAADA ALAWAL THEMES

*Meaning: The Month of Freezing*

Exploring Weather

Prophet's Wives (he married his first wife in this month)

**JUMAADA ALTHANIA**

*Meaning: The Last Month Where Water Is*  
Middle of the Islamic Year/Middle/Moderation  
Reflect on Where You Are Going Through...  
Manners and Behavior

**RAJAB THEMES**

*Meaning: To Respect*  
Inner Spiritual Journeys  
Prayer as a Spiritual Journey  
Places of Prayer  
Holidays: Isra/Miraj

**SHA'BAN THEMES**

*Meaning: To Spread and Distribute*  
Distributing Good Deeds (Prophet said during this month especially good deeds are rewarded.)  
Holidays: Nurf Alshaaban

**RAMADAN THEMES**

*Meaning: Month of Fasting*  
Getting Rid of Bad Habits  
Focus on Charity  
Holiday: Ramadan  
Holiday: Leylit AlQadar

**SHAWWAL THEMES**

*Meaning: To Be Light and Vigorous*  
Befriending Animals (This used to be a traditional hunting month)  
Story of Solomon and Animal Friends  
Creation and Animals  
Holiday: Eid Al-Adha

**DHUL QUDDAH THEMES**

*Meaning: To Rest*  
No Wars This Month  
Peace  
Rest & Meditation  
Helping Others Relax

**DHUL HIJJA THEMES**

*Meaning: Month of Hajj*

Last Month of the Islamic Calendar

Performing Hajj

Other Pilgrimages

OUTER Spiritual Journeys

Holiday: Haj Begins

Holiday: Eid Al-Adha

Holiday: Last Day of the Month – Islamic New Year's Eve

## **WEEKLY THEMES**

### **SPIRITUAL ENRICHMENT THEMES**

from "The Seven Laws of Spiritual Parenting: A Weekly Guide" By Deepak Chopra

Note that I have considered these themes when creating the monthly enrichment plans so these are already integrated into the lessons.

1. We are all here for a reason – finding ways we are special and unique
2. There is potential in everything – find ways nature shows potential
3. Giving – the more you give the more you receive
4. You can change the future – show ways that choices you made have helped
5. Work can be fun – don't fight life
6. Intention and wishing can be powerful tools
7. Enjoy life – detach in some ways and feel balanced about the good and bad.
8. Spiritual Growth Themes

### **OPTIONAL WEEKLY THEMES**

from the *Curriculum of Love*

The theme of this book is that we often develop our children's minds but not their souls. These are themes to perhaps post and focus on in a less directed way. I have already integrated these into the lessons.

1. Harmony
2. Mindfulness
3. Being of Service
4. Fostering Self-Reliance
5. Celebrating Community
6. Human Awareness
7. Appreciating Beauty
8. Nourishing Compassion
9. Developing Balance
10. Creating Joy

**DAILY WALDORF THEMES**

These are themes you will want to explore around your home and the basic themes that your monthly enrichment lessons are based on...

Exposure to nature and natural materials. All toys in the toy room and crafts are made from natural materials. Candles are made from beeswax and not paraffin, tablecloths are cotton and not plastic. Cups are ceramic and not plastic, dress-up costumes are silk, wool and cotton and not packaged.

Reverence for Nature: This is done by taking nature walks and pointing out things in nature a child may not see. So far this year we have used the branches of a banyan as a swing, we have used a fallen truck as a jungle gym and have watched a line of ants (meters long!) storing food for the winter. Children are welcome to add objects to the nature table and the nature table is designed by the teacher to reflect what is happening in the outside world around them in that season.

Rhythm: The classes are structured on a rhythm and the rhythm flows. There is not a time- set schedule but a motion of “in” and “out” movements. We go from active to quiet and from community to inner play. This teaches the child rhythm on a daily basis. Seasonal activities and world holidays emphasize rhythm on a yearly basis.

Music: music awakens the brain in the younger child. Math abilities, language abilities and more have been shown by researchers and many studies are awakened by exposure to music at a young age. I also integrate education into the music itself by following a formula of learning skills in each month’s verse selection. I include: one math song, one movement (coordination and left-brain, right-brain coordination) song, one language song in Spanish, sign-language, and songs having to do with the season or holiday that month. Some songs include information about nature.

Respect & ritual: Shaping bread at the beginning of the day and eating it for snack help teach the child that food is work and deserves respect. So do other things in life. Real cloth and ceramic utensils are used to teach a child to be careful with the breakable items. Candles are lit and grace is said to nurture the child with ritual and respect.

Useful & purposeful work: Crafts done by mothers and children alike can all be used for a purpose. Crafts are always done by the children or mother and are not pre-prepared or done for the purpose of “hanging on the wall.” Each craft has a deeper purpose. Items like kites, candles, necklaces and pots are formed by the children. Toys and clothing are sewn or knitted by the mothers. Even the painting experiences are done for the purpose of color therapy, learning and coordination. Children learn the beauty of having a skill that they can use to create purposeful and useful things.

**Creative Play:** Toys and activities are designed so the children can use their imagination and creativity. Stories are told and not usually read from a book. This gives the child more room to imagine and even if props are used the child can later manipulate these own props to re-create the story. Dress- up clothes are usually plain and leave room for creative usage. A piece of silk could be a skirt, a dress, or a pouch. It could be many things! Creative toys are used and electronic toys or toys that only do one thing are discouraged.

**Parent-Child interaction:** The child learns by what the parent does and not by what the parent says. In the early years (before age 3) the parent is encouraged to let their child see them and participate with them in meaningful tasks such as washing up, cooking, creating things, planting a garden, doing a mother-child Waldorf program, doing laundry, reading and much more. Parents are encouraged to be role models and not playmates or entertainers for their children.

**Spirituality:** Waldorf does not promote a religion but it does encourage reverence of “god” or the “universe” or “Nature” in a spiritual way by telling stories of saints, saying grace before a meal, and other things. All expressions of spirituality are encouraged and a child is never told to “be quiet” about it. If they have different beliefs than the other children they are encouraged to explain or share. The traditional Waldorf birthday story tells the story of each child as they come down from heaven where they lived with the angels to be with their mother and father.

**Art:** Much learning in the Waldorf school is done through the art of plays, storytelling, crafts and painting. Learning is integrated INTO these activities to make for a more holistic learning experience. The alphabet is learned through art in the grades.

**Diversity:** World languages, myths, stories, holidays and much more are explored in the Waldorf schools. Additionally, children are evaluated and “typed” by the teacher (silently – not out loud) and directed in the best ways of learning for their type. They are also encouraged to accept all types that are like them and not like them in ways of thinking. They are encouraged to learn respect for diversity of personality.

**Movement:** Eurhythmy or Yoga is learned in all the classes as a tool for each person to grow and heal physically and mentally their entire life. Yoga and Eurhythmy also help the brain to develop and a person to remain more centered and balanced.

These same themes are continued through the entire schooling of the child. However, as the child gets older these themes are acted out on different “stages.” While three-year-olds may do clay sculpture, older children will knit and weave. Three-year-olds may paint with one or two colors, but the older kids will paint with the entire palette and perhaps even paint scenes from mythology. Three-year-olds shape bread but older children may make a community soup or cook something more complex. Kindergarteners may play with drums, but the older child will learn recorder and eventually violin. See the list below for more specifics on how the program grows with your child...

**GRADE SPECIFIC WALDORF THEMES**

These are themes that I touch on in the monthly enrichment plans. For full coverage of these themes please purchase full curriculum packages at: [www.Earthschooling.com](http://www.Earthschooling.com).

**FIRST GRADE**

All children are carefully assessed as to whether they are ready to embark on this journey. Are they ready to learn to write and later read and do arithmetic without thwarting some other part of their development? Are the growth forces all still needed for growing and playing or are some growth forces freed so that they can be used for their next tasks? The children around about seven years should have the concentration to build their own vivid inner pictures when being told a story, and through such imagery will continue learning in the following years. Fairy tales are told by the teacher then retold and dramatized by members of the class. This cultivates the children's imagination. Starting with simple artwork the children learn to draw forms, which lead to letters and numbers. The four basic mathematic processes are introduced: addition, subtraction, multiplication and division. Nature stories provide an imaginative introduction to the natural world. These stories provide the basis for drawing, writing and the beginnings of reading and science. Elementary German and Spanish are introduced through songs and games. Even simple numbers come to life by the way they are presented. A triangle has a neat quality of "threeness" that is qualitatively different from a square's blocky "fourness." Numbers become more than simply abstractions in sequence.

**SECOND GRADE**

Second graders are at the age when they begin to have strong likes and dislikes. Eight-year-olds react strongly to imagery in the fables and in stories of saints. They hear fables and stories of legendary characters such as saints. These stories teach of human fallibility and present a model for overcoming adversity. Reading opens a new world of words, and the children begin to master the multiplication tables. Second graders continue to paint and explore Nature, and present their first dramatic play. They learn to crochet and play the pentatonic flute.

**THIRD GRADE**

By the third grade, children are beginning to comprehend the difference between self and other and wonder where in the scheme of things they belong. To fortify their growing personal identity, they read creation and Old Testament stories. Around the age of nine comes a very important psychological change. The child has a stronger experience of its own individuality or identity (ego) and therefore begins to question adult authority. It may feel isolated from family and friends and therefore need more sympathy and firmness from teachers and parents. Again, the subjects given to Class Three are carefully chosen and timed to relate to this inner psychological change. The Hebrew Old Testament stories give the nine-year-old an inner picture of the security of a God who looks after His chosen people. The Old Testament story of the Fall from Paradise is a vivid image of what the nine-year-old is experiencing in its soul. (Other religious traditions may also wish to add things here). In handwork the children crochet a hat, a visible form of something protecting them.

In the main lesson they learn about occupations such as house building, farming and traditional crafts. How do farmers provide our food. Unforgettable is an early morning visit to a cowshed with its characteristic sounds and smells, seeing the cows milked, feeling their warm breath, tasting the fresh milk! Farming, housing, building, measurement, and mastery of the multiplication tables and four arithmetic processes provide a practical foundation for scientific study and help ground the children. They go away together to spend a week on a farm. The study of grammar helps them to develop rational thinking. Each child takes up a stringed instrument: violin, viola or cello.

#### **FOURTH GRADE**

From Class Four children have developed to a point where they can be led into the history and geography of their locality. Tumultuous stories of Norse mythology teach about character and individuality in a complex world. Children begin to learn about their place in the surrounding environment with the study of local geography and map making. They write their own compositions and increase math skills by learning fractions and long division. In music they must hold their own in playing or singing a round.

#### **FIFTH GRADE**

Fifth graders begin to come to grips with the history of humanity with the study of ancient cultures from India, Persia, Egypt and Greece. They connect history lessons with their growing athletic prowess in a Greek-style Olympics in the spring. In geography they expand out to the United States and North America. In science they study plant life with botany. The math curriculum now includes decimals, percentages, and practical business math skills, as well as the introduction of geometry. Music, handwork and foreign language study become increasingly challenging. The study of history brings the child into him or herself by beginning in ancient times and working up to the present day. Geography brings the child into the world by starting locally and expanding to the whole planet.

#### **SIXTH GRADE**

Children at this age are gaining a firmer relationship with the world they inhabit and want a more solid grasp on reality. At twelve, the child experiences another change. At this age the thinking begins to change from the picture building of the child to the intellectual (logical or cause and effect thinking) of the adult. However, it is only beginning, and science makes a memorable gateway to the awakening intellect for the child in pre-puberty. They study geology and begin physics with the exploration of optics and acoustics and the properties of heat, magnetism and electricity. In mathematics they learn to apply the basic processes to practical situations. They study ratios and begin algebra. English covers the writing of business and personal letters. Geography covers Central and South America. Sixth graders learn about the structural basis of modern society with the study of Roman law.

**SEVENTH GRADE**

By seventh grade the young adolescent is beginning to consider larger issues that will shape the course of adult life. Seventh graders study the major changes in civilization of the Renaissance and the Reformation, which are coordinated with principles of science of those times such as mechanics, astronomy and physiology. Geography lessons also focus on Europe. Math covers more advanced algebra. In English the students writing requires deeper levels of thought and personal self-expression. They play on the school's boys and girls basketball teams. The arts—painting, drawing, singing and instrumental music—as well as drama, handwork and movement stay with the children through to eighth grade growing ever more complex and demanding along the way.

**EIGHTH GRADE**

By eighth grade students are ready to assert themselves more in the world. They study the American and French Revolutions and the Industrial Revolution and their consequences. They are encouraged to form more of their own opinions. They learn about the lives of key figures of the 20th Century and write a research paper. Science and math touch on such diverse fields as organic chemistry, meteorology, ecology, aerodynamics, solid geometry and algebra. At the end of the year, the whole class goes on a field trip to a distant destination. By the time young people have finished all eight grades at a Waldorf school, they understand something about many aspects of the world they inhabit. Words, numbers, and a cross-section of the sciences have been covered. Many subjects have been coordinated with one another so that the student comprehends how different aspects of the world fit together. Most have been introduced through the arts, so that he or she knows them on a feeling as well as purely intellectual level. The young person is prepared, mentally, emotionally, and spiritually to face young adulthood with enthusiasm and confidence.

**GRADES NINE AND TEN**

The kindergarten teacher represents to the children that "the world is good," the lower schoolteacher that "the world is beautiful." As one metamorphoses into the next, so too there comes another change in the Upper School. Here the guiding principle is to lead the pupil through the specific nature of the curriculum to the understanding: "the world is true." One urges the pupil through a sense of reverence and responsibility for the world around; a living knowledge, a training of the feeling life through the artistic method, and the strengthening of will impulses towards moral action. It is not in the philosophy of the Rudolf Steiner schools to pressure children to hurry through childhood, but to bring those youthful qualities into adulthood that characterize the human being as a creative individual. The young adult is led to an understanding of nature that is valid for the whole human being. In the whole curriculum, arts and science complement: In the creative and self-active practical work, the elements of knowledge and understanding arise.

**REFERENCE FILES FOR THE MONTHS**

Each month you will find a portion of the complete lessons from Sixth Sense Math, The Arabic Waldorf Alphabet and Math Story Poems. Rather than repeat the instructions for each of these lessons I am including the introduction to these lessons below. If you find it easier to do these lessons in blocks you can purchase the entire block at one time by going to [www.TheWaldorfChannel.com](http://www.TheWaldorfChannel.com) and clicking on “E-books.” If you do not purchase the entire block at one time you will continue to receive 1/10<sup>th</sup> of each block with each month of your monthly enrichment lessons.

**MATH STORY POEMS**

These poems are very flexible in nature. They can be told as a story, they can be read by the child as a poem or they can be done as a play. I have done my best to keep the humor kind and gentle and to fill the verses with peace and beauty from the earth, as well as math.

I have found that the kids in my classes enjoy these poems in many different ways. When I first introduce the poems I like to pass them out to different children so each child only knows one poem. The class usually sits, enthralled while the child reads out the poem story because they want to know the punch line/end. As a teacher you can also “tell them” as poetry stories. If you cannot memorize them, then at least you can practice reading them without looking down at the paper too many times. I find that when first introducing them it is fun to do it one by one and slowly so the element of surprise keeps them interested. After introducing the children to the stories they can copy the poems in their books. Children usually have a favorite one they want to copy.

I have also used these poems, set to a spontaneous melody or popular melody as part of our circle time in the morning. However, this can get a little long so if I do this we usually have only one verse that morning (along with our opening verse) and we only do one of the poems each month. I use these poems in conjunction with beanbag math, and other methods of learning and practice.

Another way I have used these stories is as skits. I will give the story to 3 or 4 children (or sometimes even one), have them gather props from around the room and then I will read the story as they act it out. This usually results in a lot of laughing and a good time! If you have any other questions or ideas you have about how to use these stories please e-mail me at: [customerservice@thebearthinstitute.com](mailto:customerservice@thebearthinstitute.com).

These poems are appropriate for ages 7 and up. Some of the topics in the poems are not appropriate for younger ages, although they may enjoy some of the poems if you wish. There are two versions of each poem – use the one that matches how you teach the multiplication tables.

***SIXTH SENSE MATH***

Our math program is based on our book *Sixth Sense Math*, which is the cornerstone of the first grade math curriculum and can be found on the first grade lesson blocks page on the website. You don't need this book to teach math because it is already integrated into your daily planners. We are including some information about it below to offer you some additional insight into our math program.

This is not a book of math stories, nor is it a book about math gnomes, math games, or how to do math using a different method. This book does not have endless pages of examples and worksheets, nor does it have complex stories meant to teach you math concepts. This book is all about teaching you a new way to look at math itself and by gaining a new perspective it allows you to create your own learning stories, verses and opportunities in life. This book describes how I experience math. My mother was a very strict math teacher who later went back to become an electrical engineer. She tutored me at home in her own way because she wanted me to be ahead in math at school. The daughter of the math teacher had to be the first in the class of course!

However, I, being of the sanguine temperament, was always resisting her lessons and finding my own ways to learn about math. The end result was that I experienced math as a "solid concept" in her world and also experienced math as a "sensual concept" in my world. As I grew older I became fascinated with the mystical studies surrounding math. In some cultures math is akin to a religion. Numbers can take on mystical and spiritual meanings and some numbers are viewed as dangerous. Numerology studies the properties of numbers. The Fibonacci sequence illustrates the concept of number sequences in nature. Some people believe that the Fibonacci numbers have mystical powers or a deeper meaning.

Math is not just a "concept" on paper, as is taught by many schools. And math is not just a concept of addition and subtraction – no matter how many creative gnomes are involved. Math is a holistic experience of the spiritual, physical and mental body and when we can learn to look at math in that way – math will come more naturally and won't be something "we can't do" or "we are not good at" or we "don't understand." Math is part of us and we already inherently understand it. Math is already in us and we naturally use it in everyday life. We just need to learn how to embrace it as part of us instead of something that is apart from us.

A story about my daughter's half-brother is a good example of how math comes naturally. He recently took a liking to shoes. So every day when her and her stepsisters come home from school, he takes their shoes from where they left them by the door and he gives them to the person they belong to. He then insists that they need to wear the shoes and is only happy when each person wears the shoes that match them and then walks around a bit. Now think 3 years in the future. This child will be sitting in pre-school, doing a pre-math worksheet on matching. He will suddenly be taught that "matching" is something mathematical; something abstract and something that perhaps he needs to compete with other kids to be "better at."

So which IS better? Is it better to match your loved ones to their shoes and laugh and smile or is it better to be staring at a worksheet and told you need to make lines to the objects that match? And is he going to learn better in one situation than the other?

Another story about Rudolph Steiner illustrates how even in a traditional Waldorf school, things can sometimes become a bit routine and abstract. In this story Steiner brings their math lesson back into the real, sensual and holistic world for the children.

It was a Festival day for the Waldorf School, for Dr Steiner arrived and was to visit the different classes. The children on all hands looked happy and expectant; there was not always time for him to visit every class, hence all the greater excitement and expectation. Every time a door opened faces lightened up joyously, and it was triumphantly reckoned that since last time he visited the parallel class, this time he must come to us. In the meanwhile, however, all must work their very hardest, for they know that nothing delights Dr Steiner so much as good and willing work. We happened to be having an Arithmetic period in the first class, and we stamped and clapped the two-times tables gallantly and practiced it also in connection with many fairy tales. We had built an imaginary golden staircase, which led up to a noble castle, where stood the Princess awaiting the Prince. The Prince of course had been enchanted and had long sought the Princess, and now he stood at the foot of the golden stair, and when he saw her above him, he did not stop to mince one step at a time, but two steps at a time forsooth, 2, 4, 6, 8, 10, etc., to be up the quicker. Thus the children steeped themselves in the two-times table, and we were just wondering whether a really clever Prince could not go up three steps at a time when the door opened and Dr Steiner was with us. Joy shone on all the children's faces. After he had greeted us with a warmth that was characteristic of him, the lesson proceeded.

Since Arithmetic always frees and releases the children very much there was great liveliness in the class, and as we were on the point of continuing with our fairy Prince and his golden steps, Dr Steiner himself intervened, to our great joy. "Just think," he said, "we are now in Summer and outside the roses are in bloom; how splendid it would be if someone were to come in to us and bring us a basket of roses. And each of you were to receive the same number. Look! you could get the first three," and here he turned to a little girl with dreamy eyes. "But," he warned her, "you must be very skillful and really catch them, and we will see at the same time how many roses there were in the basket." Then the next child had three roses thrown him, and at once called out 6, and the next got three and called out 9 - and so on it went faster and faster, 12, 15, 18, 21, 24, 27, until at 30 the basket was empty. Now there was great rejoicing, but also a great outcry, for the remaining 20 also wanted roses, and so the whole thing had quickly to be done again, and by the time all had received their three roses, the three-times table had been thoroughly practiced with the utmost zest and vivacity. Moreover, it had worked through the whole body, for the little hands and feet had been every bit as active as the heads in grasping the roses. Very beautiful also was the rhythm of throwing and catching, which brought about simultaneously a bond between teachers and taught. With friendly words of leave-taking and a warm "Auf Wiedersehen," Dr Steiner hastened on to the next class to bring warmth and happiness to the hearts of other children.

It had indeed been a festival day for children and teachers, and often when the responsibility of the work with the children weighs heavily - work so beautiful and yet so arduous - comfort comes from remembrance of the words of encouragement and warmth which Dr Steiner always gave to a teacher where he perceived good will and earnest responsibility for the work of education.

So how can we change the way we look at math? How can we stop looking at math as a concept and start looking at how it embraces us as human beings and is already part of us? This workbook is a step in that direction. I will lead you through the numbers 1-10 and illustrate how you can look at them in different ways. I will also talk a little bit about geometry and the concepts of addition, subtraction, multiplication and division. In each discussion I will talk about how you can experience these numbers and concepts in a holistic way – using your whole being and using all of your senses. Through this method of looking at math you will develop what I call your “sixth sense” of math – math will become part of your intuitive life as well as your physical life. This book is meant to be an inter-active workbook. Use this book by reading the entire book once through to get an overview. Then, slowly work through the book with your child, introducing each new concept when they seem to have mastered the one before it. Work at your own pace. I ask questions throughout the reading to give you ideas about questions you can ask your child or ways in which you can introduce concepts to them. Note that even if your child already knows his or her numbers and even if they already know how to multiply and divide that learning to look at numbers in a different way will still help them develop their math skills in higher math. Because, once you start to “feel” the numbers and the processes as part of you, then you can start to use your sixth sense in any math that you are doing.

## THE WALDORF ARABIC ALPHABET

Every month we will explore different letters of the alphabet by reading stories with the letters in them, drawing pictures with the letters, reciting the sound of the letters and using other techniques as well. Exploring means that you will find every way you can to “get to know” the letter. I love to be creative with this and take the kids’ lead as well. Here are some ideas:

1. Find the letter in Nature
2. Shape the letter in dough
3. Shape the letter in modeling wax
4. Shape the letter in your bread dough
5. Trace the letter with your fingers
6. LETTER PICTURES: Free-draw the letter and create something else from it.
7. LETTER MOVEMENTS: Letters can also be expressed as motion: An “Alif” can be an “Arnib (rabbit)” (One of his ears at least!), and “seen” can be a “samaka (fish).”

Instructions for 6 and 7 are located in the lesson plans below. They are something you should do as a lesson with each letter.

In Waldorf education, the letters are presented as pictures, which appeal to the child's imagination. In reality the letter is clothes in the picture...the picture is the key. All letters of the alphabet were once pictures themselves.

To do a “letter picture” I use three steps:

1. I recite a poem to inspire the children.
2. I draw the letter and start drawing my own letter picture.
3. I let them draw the picture using block crayons or other pure beeswax crayons.
4. I allow them to draw as many pictures as they want using different ideas if they have some of their own.

To do the “letter movements” we all gather in a circle and walk around the circle or face each other as we recite the sounds. Movements with the hands, arms and/or legs should always accompany these sounds. Hints are usually given with each lesson (ie: “be a butterfly”). If you would like to learn more about the Waldorf philosophy of learning the alphabet you can visit [www.TheWaldorfChannel.com](http://www.TheWaldorfChannel.com) and listen to the alphabet lecture there by Eugene Schwartz. I have also included a (very abstract!) lecture by Steiner at the end of this lesson to give you an idea how much depth learning the alphabet with pictures, the body and sounds can provide your child.

If you are unfamiliar with the Arabic alphabet I have also provided a key at the beginning of this lesson and some links so you can hear the sounds.

1 	2 	3 	4 	5 	6 	7 
8 	9 	10 	11 	12 	13 	14 
15 	16 	17 	18 	19 	20 	21 
22 	23 	24 	25 	26 	27 	28 
29 	(30) 					

Islamic Month & Year

Gregorian Month and Year

THE SEASON IS:

- SUNDAY
- MONDAY
- TUESDAY
- WEDNESDAY
- THURSDAY
- FRIDAY
- SATURDAY

**HOLIDAYS**  
 1 Muharram - New Years  
 27 Rajab - Isra & Miraj  
 1 Ramadan - Fasting  
 17 Ramadan - Nuzul-AlQuran  
 In Last 10 Days of Ramadan - Leilut al Qadar  
 1 Shawaal - Eid Al-FiTr  
 8-10 Dhul Hijja - Haj to Mecca  
 10 Dhul Hijja - Eid Al Adhhaa

Circle the Month  
 Muharram  
 Safar  
 Rabia Uwla  
 Rabia Althani  
 Jumada Uwla  
 Jumada Althania  
 Rajab  
 Sha'ban  
 Ramadan  
 Shawwal  
 Dhu Al Qaada  
 Dhu Al Hijja