

Now, why not take a quick peek at the Creation to Christ Teacher's Guide?!

A Stories of ancient civilizations are woven in and out of a narrative of the Hebrew people to provide a deeper look at the time period from Creation to Christ. Independent follow-up assignments include choice of copywork, research skills, timeline entries, and written narration practice.

B Three days per unit are devoted to an interesting, hands-on project that helps bring the history stories to life. Projects are scheduled to be completed in short segments.

F A daily meeting time led by the parent is spent reading, discussing, and focusing on *The Geography of the Bible Lands* and *The Radical Book for Kids: Exploring the Roots and Shoots of Faith*.

G Grammar lessons are planned using *Rod and Staff English: Level 4 or 5*. Studied dictation is scheduled 3 days each unit to practice spelling skills. *Drawn into the Heart of Reading* provides 3 days of literature study. Two days in each unit focus on writing with *Write with the Best Vol I*.

Learning through History

Focus: The Beginning of History and of Sin

Unit 1 - Day 1

Reading about History I

Read about history in the following resource:
★ *The Story of the Ancient World: Ch. 1-II* p. 19 - middle of p. 22

When God created man He placed him in a garden in Eden. Where could you look to research more about the **Garden of Eden**? Read the Bible passage Genesis 2:8-15 for the most accurate resource on the Garden of Eden.

Answer one or more of the following questions from your research: *Where was the Garden of Eden located? What grew in the garden? Why was man placed in the Garden of Eden? Name the 4 rivers that flowed from the river in Eden. Find the Tigris and Euphrates Rivers in Iraq on a globe. How would a worldwide flood make it hard to know where the Garden of Eden was once located?*

Key Idea: God gave man an eternal spirit.



Storytime T

Choose one of the following read aloud options:

- ★ *Dinosaurs of Eden* p. 3-11
- ★ Read at least one biography for the next 16 days of plans (see Appendix for suggestions).

After the reading, students will give a detailed oral narration. Select one paragraph from the story to read out loud to the students. This will be the starting point for the narration. Set a timer for 3-5 minutes. When the timer rings the narration is over, even if it isn't complete. A detailed, descriptive narration is the goal. See *Narration Tips* in the Appendix as needed.

Key Idea: Use oral narration to retell the story.



Bible Quiet Time I

Bible Reading: Choose one option below.

- ★ *The Illustrated Family Bible* p. 22-25
- ★ Your own Bible: Genesis chapters 1-2

Scripture Focus: Highlight Genesis 1:26-27.

Prayer Focus: Pray a prayer of adoration to worship and honor God. Begin by reading the highlighted verses out loud as a prayer. End by praying, *I worship you Lord for making me in your image. I admire you for...*

Scripture Memory: Recite Philippians 2:1.
Musics: *Philippians 2* CD: Track 1 (verse 1)

Key Idea: God completed the work of creation in six days. He rested on the seventh day and made it holy. We are part of His creation.



History Project S

In this unit you will make a flapbook of the ten generations from Adam to Noah. Fold a white 8 1/2 x 11 sheet of paper in half the long way. Next, use a ruler and a pencil to divide the front of the folded paper into eleven 1" strips.

Use a dark marker to write, *Generations* on the top strip. Below that write the following ordinal numbers in order from top to bottom, one per strip: 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th, 9th, 10th. Last, use colored pencils or crayons to lightly draw a scene on the front showing the Garden of Eden. Save your flapbook for Day 2.

Key Idea: Man is made in God's image.



Independent History Study I

★ Listen to *What in the World?* Disc 1, Tracks 1-2: "Welcome to World History" and "Creation". Note for parents: If you are not of the young earth philosophy, you may wish for your student to omit track 2.

Key Idea: Since no one but God was present at creation, the Bible gives the only clear picture of creation.

Learning the Basics

Focus: Language Arts, Math, Geography, Bible, and Science

Unit 1 - Day 1



Bible Study T

Read aloud and discuss with the students the following pages:

- ★ *The Radical Book for Kids* - "A Word of Explanation for Adults" and p. 1-4
- Note: Parents should read "A Word of Explanation for Adults" on their own to understand the design of the book.

Key Idea: Study the meanings of the word *radical*. Notice connections in the Bible's big story and message from beginning to end. The Bible's big story is of Jesus and why He came.



Language Arts S

Have students complete the first studied dictation exercise (see Appendix for directions and passages).

Help students complete one lesson from the following reading program:

- ★ *Drawn into the Heart of Reading*

Work with the students to complete **one** of the English options listed below:

- ★ *Building with Diligence: Lesson 1*
- ★ *Following the Plan: Lesson 1*
- ★ Your own grammar program

Key Idea: Practice language arts skills.



Poetry I

Read aloud the poem "A Late Walk" (see Appendix). On a 3 x 5 index card, neatly copy in black ink or in pencil the following lines from the poem:

*A tree beside the wall stands bare,
But a leaf that lingered brown,
Disturbed, I doubt not, by my thought,
Comes softly rattling down.*

-Robert Frost

Check your work to make sure it is correctly copied. Then, cut around your copywork. You may choose to outline the edge of the cut-out with a green marker. Save it for Day 3.

Key Idea: Read and appreciate a variety of classic poetry.



Math Exploration S

Choose **one** of the math options listed below (see Appendix for details).

- ★ *Singapore Primary Mathematics 3A/3B, 4A/4B, or 5A/5B*
- ★ Your own math program

Key Idea: Use a step-by-step math program.



Science Exploration I

★ Day 1 of each unit includes a science notebook assignment. Store completed notebook entries in a 3-ring binder with plastic page protectors or a bound sketchbook with unlined pages. To get an overview of how animals are classified, have your parent help you view or print p. 2-5 of the "*Zoology 1 Sample*" from *Elementary Apologia: Zoology 1* at www.apologia.com. Find this sample by clicking on the Zoology 1 textbook image and scrolling down to "Download Samples." Then, read p. 2-5 of the sample on your own. Next, at the top of your first notebooking page, copy Genesis 2:19 in cursive. Beneath the verse, cut out and glue in the "Animal Classification Chart" from p. 3 of the pages you printed. If you do not have access to the internet, you may omit this assignment.

Key Idea: Zoologists are scientists who study animals. Taxonomy is used to group animals. All animals belong to the animal kingdom. Then, animals are grouped into phylums and after that into classes.

C Additional resources that coordinate with the history study such as audio presentations, copywork of quotes, notebook entries, sketching, and completing a prophecy chart round out the Independent History Study part of the plans.

D Three read-aloud options (History Interest, Boy Interest, or Girl Interest) give you the freedom to customize the read-alouds to meet your needs. Activities include Biblical connections to Proverbs; and detailed, summary, and creative narrations.

E Daily, students read a story from the Bible that corresponds with the history study, highlight a key verse and pray it, learn the parts of prayer, and memorize part of Philippians 2 with music.

H Vocabulary words, an experiment, a notebook entry, questions to answer (including Biblical application), and oral narration practice coordinate with the daily independent science readings.

I Students will enjoy the poetry of Robert Frost and learning about his life as they read, paint, connect, share, and recite his classic poems.

J Daily math lessons are scheduled in the Appendix for *Singapore Math 4A/4B and 5A/5B*. For those transferring from another math program, the schedule for *Math 3A/3B* is also provided in the Appendix if needed.