


# Now, why not take a quick peek at the Preparing Hearts for His Glory Teacher's Guide!

**A** Bible stories interwoven with history stories provide a one-year narrative overview of world history. Activities include questioning according to Bloom's taxonomy, Biblical applications, oral narration practice, and written narration lessons.

**B** Three days per unit are devoted to a meaningful, hands-on project that brings the history story to life. Projects can be completed a little each day or in one session on Day 5.

**F** Students will enjoy the poetry of Robert Louis Stevenson through choral reading, vocabulary, discussion, personal connections, sharing, and recitation of his classic poems.

**G** Grammar lessons are planned using *Rod and Staff English: Level 3 or 4*. Studied dictation is scheduled 3 days in each unit to practice spelling skills. *Drawn into the Heart of Reading* provides 3 days of literature study. The remaining day in each unit is devoted to a creative writing lesson.

Learning through History Focus: Creation to Noah		Learning the Basics Focus: Language Arts, Math, Bible, and Science	
Unit 1 - Day 1		Unit 1 - Day 1	
<p><b>Reading about History</b> <span style="float:right">T</span></p> <p>Read about history in the following resource: ★ <i>Grandpa's Box: Ch. 1 p. 9-14</i> Note to Parents: You may also wish to read p. 281-282 for more information.</p> <p>After today's reading, say, <i>Tell me what you learned about Grandpa from today's story.</i> (comprehension) <i>Where did Grandpa get his yellow, wooden box? (Knowledge) How does Grandpa use the yellow box? (application) Decide what war Grandpa could be talking about. (evaluation) Predict who might be the enemy Grandpa mentioned. (synthesis)</i></p> <p>Key Idea: Marc and Amy enjoyed visiting their Grandpa at his shop. Grandpa brought out his yellow box of carved figures. He was preparing to tell Amy and Marc some war stories.</p>	<p><b>Storytime</b> <span style="float:right">T</span></p> <p>Read aloud the following assigned passage: ★ Ephesians 6:10-20 Discuss today's reading in a "conversational way". Share about a person, time, event, or emotion from your life that today's passage brought to mind. Next, have your child share a connection.</p> <p>Key Idea: Connect personally to the passage.</p>	<p><b>Poetry</b> <span style="float:right">T</span></p> <p>Read aloud to the students the poem "The Swing" (see Appendix). Ask, <i>What does the poem say about swinging? Describe what the child sees as he/she swings. What feeling do the last two lines of the poem give you?</i> Read the poem again with the students.</p> <p>Key Idea: Read and appreciate a variety of classic poetry.</p>	<p><b>Bible Study</b> <span style="float:right">T</span></p> <p>Say, <i>Find Psalm 1:1-2 in your Bible. This is the memory selection for this unit. Read the verses out loud. Ask, In Psalm 1:1, what kind of man does it say is blessed? What does it mean to counsel someone? Can a good man still give ungodly counsel? Why is it important to receive counsel from those that are faithful to God? What does it mean to mock or scorn someone? How does living an ungodly life mock or scorn God? What does Psalm 1:2 say is the delight of a Godly man? How does the word of God show us His law? Explain what it means to meditate. Why is it important to meditate on God's word? Have students say the verse 3 times, adding hand motions to help remember the words.</i></p> <p>✓ <i>Lead Me to the Rock CD</i> Track 4; Song: "His Delight" (vs. 1-2)</p> <p>Key Idea: A Godly man is faithful and delights in studying God's word.</p>
<p><b>History Project</b> <span style="float:right">S</span></p> <p>In this unit you will be designing a shield of faith and your own coat of arms to place on it. From a 9 x 12 sheet of white paper, cut out a paper shield. You will use this paper shield to draw your coat of arms.</p> <p>What are some symbols of faith? (i.e. cross, dove, empty tomb, crown, Easter lily, etc.) On the white paper shield that you cut out, sketch with pencil a design using symbols of faith to be your coat of arms. Do not color the design. Save the design for Day 2.</p> <p>Key Idea: Grandpa was talking about a spiritual war. In a spiritual war, we need the full armor of God to protect us.</p>	<p><b>Research</b> <span style="float:right">S</span></p> <p>Ephesians 6:10-17 talks about the armor of God. In verse 16, what piece of armor is mentioned? A shield often had a coat of arms on it. What is a coat of arms? Where could you look to discover more about a coat of arms? A dictionary will give you a definition of a coat of arms. An encyclopedia will tell you what a coat of arms is and show you a picture of it. Use a reference book or an online resource like <a href="http://www.wikipedia.org">www.wikipedia.org</a> to look up coat of arms. Depending on the resource you use, you will have to type coat of arms in the search or look it up in the index.</p> <p>Orally answer one or more of the following questions from your research: <i>What is a coat of arms? Which types of designs were used to make a coat of arms? What color patterns were used when making a coat of arms? Who designed the coat of arms?</i></p> <p>Key Idea: The shield of faith protects Christians from the arrows of the enemy. A shield's coat of arms identifies a soldier. Can people identify that you are a Christian?</p>	<p><b>Language Arts</b> <span style="float:right">S</span></p> <p>Have students complete the first studied dictation exercise (see Appendix for directions and passages).</p> <p>Help students complete one lesson from the following reading program: ★ <i>Drawn into the Heart of Reading</i></p> <p>Work with the students to complete <b>one</b> of the English options listed below: ★ <i>Beginning Wisely: Lesson 2</i> ★ <i>Building with Diligence: Lesson 1</i> ★ Your own grammar program</p> <p>Key Idea: Practice language arts skills.</p>	<p><b>Math Exploration</b> <span style="float:right">S</span></p> <p>Choose <b>one</b> of the math options listed below (see Appendix for details). ★ <i>Singapore Primary Mathematics 2A/2B, 3A/3B, or 4A/4B</i> ★ Your own math program</p> <p>Key Idea: Use a step-by-step math program.</p>
<p><b>Independent History Study</b> <span style="float:right">I</span></p> <p>★ Read <i>Draw and Write Through History</i> p. 4-5. Then, open your <i>Independent History Study Notebook</i> to Unit 1 - Box 1. Follow the directions given on p. 6-7 of <i>Draw and Write Through History</i> to draw and color plants and trees in Unit 1 - Box 2 of the <i>Independent History Study Notebook</i>.</p> <p>Key Idea: The history of Earth began with creation, which shows God's mighty power.</p>	<p><b>Science Exploration</b> <span style="float:right">I</span></p> <p>★ Read <i>One Small Square: Arctic Tundra</i> p. 3-5. 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. At the top of an unlined page, copy Genesis 8:22 in cursive. Beneath the verse, draw or trace the map from p. 48 of <i>One Small Square: Arctic Tundra</i>. Color the tundra blue. Copy the first sentence of text from p. 48 next to your picture. Look on a real globe to see where the tundra is found.</p> <p>Key Idea: The Arctic tundra is known for its long, cold winters and chilly summers. The tundra is located within the Arctic Circle where the Sun is farthest away from the Earth.</p>		

**C** Independent, supplementary readings assigned from real books correspond with time periods being studied. Oral narration, copywork, notebook entries, and Biblical connections round out the independent readings.

**D** Corresponding read-alouds make history come alive. Activities include oral narration as a character in the story, comparison to historical time periods, Biblical applications, and personal connections.

**E** Lessons on beginning research skills, vocabulary, map and globe work, and timeline entries rotate throughout this part of the plans each unit. These coordinate with the history stories.

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

**I** Students discuss a portion of a Psalm, have a quiet time with Psalms and prayer, and memorize entire passages from the Psalms through repetition, copywork, actions, and music.

**J** Daily math lessons are scheduled in the Appendix for *Singapore Math 3A/3B and 4A/4B*. For those transferring from another math program, the schedule for *Math 2A/2B* is also provided in the Appendix if needed.