

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 *Writing and Rhetoric*.

Learning through History Focus: The Beginning of History and of Sin

Unit 1 - Day 2



Reading about History I

Read about history in the following resource:
★ *The Story of the Ancient World: Ch. III-IV* p. 22-26

A You will be choosing a portion from today's reading that you found memorable or worthy of being reread to copy. Open your *Student Notebook* to Unit 1. In Box 3, carefully copy in cursive the portion from today's reading that you selected. Then, compare your written work to the original. Last, draw a small colorful picture in Box 3 to illustrate your sentences.

Key Idea: Adam and Eve dwelled in a garden in Eden filled with beautiful trees and animals. Adam was commanded by God not to eat the fruit from the tree of knowledge.



History Project S

B Get the flapbook that you saved from Day 1. Cut on the pencil lines to make 11 flaps that you can lift. Do not cut through the back of the flapbook. After cutting, lift the top flap to reveal the paper underneath. Under the flap write, *There were 10 generations from Adam to Noah (Genesis 5)*. Fold back the flap labeled 1st and write, *Adam - had 33 sons and 23 daughters. Lived to be 930*. Fold back the flap labeled 2nd and write, *Seth - son of Adam, studied astronomy. Lived to be 912*. Fold back the flap labeled 3rd and write, *Enos - son of Seth. Lived to be 905*. Fold back the flap labeled 4th and write, *Cainan - son of Enos. Lived to be 910*. Save the flapbook for Day 3.

Key Idea: God had to punish Adam and Eve, but along with the penalty came a promise.



Independent History Study I

C Open your *Student Notebook* to "Prophecies About Christ". Under "Prophecy" write, *Genesis 3:15*. Read the Scripture from the Bible to discover the prophecy. Under "Fulfillment" write, *1 John 3:8*. Read the fulfillment Scripture. Under "Description", write a few phrases to describe the prophecy about Jesus.

Key Idea: The Son of God would come to crush the serpent's head by destroying the devil's work.



Storytime T

Choose one of the following read aloud options:

★ *Dinosaurs of Eden* p. 12-23

★ Read aloud the next portion of the biography that you selected.

D After reading, give each person a white piece of paper or a markerboard and a marker. Set a timer for 3-5 minutes and instruct each person to do a quick outline sketch about the story. Ideas for sketches include settings, characters, actions, important objects, or symbols. When the timer rings, briefly share the sketches.

Key Idea: Use sketching to share the story.



Bible Quiet Time I

Reading: Choose one option below.

★ *The Illustrated Family Bible* p. 26-29

★ Your own Bible: Genesis chapters 3-4

Scripture Focus: Highlight Genesis 4:6-7.

E **Prayer Focus:** Pray a prayer of confession to admit or acknowledge your sins to God. Begin by reading the highlighted verses out loud as a prayer. End by praying, *I confess to you Lord that I sometimes feel angry too. Forgive me for my anger and help me to do what is right*.

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

Key Idea: The serpent tempted Eve to sin and disobey God's command. She ate from the tree of knowledge, and Adam sinned too.

Learning the Basics Focus: Language Arts, Math, Geography, Bible, and Science

Unit 1 - Day 2



Geography T

Read aloud to the students the following pages:

★ *A Child's Geography Vol. II* p. 7-11

Discuss with the students "Field Notes" p. 12.

F **Key Idea:** The stories in the Bible are connected to the earth's geography. The Garden of Eden may have been located in Turkey.



Language Arts S

Help students complete one lesson from the following reading program:

★ *Drawn into the Heart of Reading*

G Work with the students to complete one of the writing options listed below:

★ *Writing & Rhetoric Book 1: Fable* p. 1 - bottom of p. 4 (Note: Read the text aloud while the students follow along. Save "Talk About It" for Day 3.)

★ Your own writing program

Key Idea: Practice language arts skills.



Science Exploration I

★ Read *Land Animals of the Sixth Day* p. 1-4. Orally retell or narrate to an adult the portion of text that you read today. Use the *Narration Tips* in the Appendix for help as needed.

H Note: Before narrating, please let your parents know that for the upcoming experiment on Day 4, you will need one package of M&M's or Skittles and 21 sheets of colored paper (7 sheets each of 3 different colors matching 3 of the candy colors). Normally, we do not include experiments that require any supplies you may not have on hand, however we did include this one from the *Land Animals* book p. 12-14.

Key Idea: On the sixth day, the Bible tells us that God created wild animals, livestock, and creatures that move along the ground.



Poetry I

Open *Paint Like a Poet* to Lesson 1. Read aloud the poem "A Late Walk" by Robert Frost.

I Today, you will be painting a yellow backdrop. You will need painting paper, a palette, water, a large flat paintbrush, and yellow paint.

After gathering your supplies, turn to the "Step-by-Step Watercolor Tutorial" for Lesson 1 in *Paint Like a Poet*. Follow steps 1-3 to complete "Part One: Yellow Backdrop". Then, let your background dry. You will complete "Part Two" of the tutorial on Day 3.

Key Idea: Use painting to illustrate poetry.



Math Exploration S

Choose one of the math options listed below.

★ *Singapore Primary Mathematics 4A/4B* or *5A/5B* (see Appendix for schedules), or *Math with Confidence*, or *Apologia Math*

★ Your own math program

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

Now In Color

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 through *Paint Like a Poet*.

J Daily math lessons are scheduled in the Appendix for *Singapore Math 4A/4B* and *5A/5B*. *Apologia Math* is also a choice for this guide.