

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 *Genesis Finding Our Roots*.

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 3

Reading about History I

Read about history in the following resource:

- ★ *The Story of the Ancient World: Ch. V-VI p. 27-29*

You will be adding to your timeline in your *Student Notebook* today. In Unit 1 - Box 1, draw and color the Earth. Label it, *Creation (4004 B.C.)*. In Box 2, draw and color an ark. Label it, *The Great Flood (2300 B.C.)*. Note: If you are not of the young Earth philosophy, you may wish to omit the dates.

Key Idea: The world was filled with sin.

Storytime T

Choose one of the following read aloud options:

- ★ *Dinosaurs of Eden* p. 26-37
- ★ Read aloud the next portion of the biography that you selected.

D After the reading, students will give a summary oral narration. The oral narration must be no longer than 5 sentences and should summarize the reading. As students narrate, have them hold up one finger for each sentence shared. Remind students that the focus should be on the big ideas, rather than on the details.

Key Idea: Summarize the story by narrating.

History Project S

Get the flapbook that you saved from Day 2. Fold back the flap labeled 5th and write, *Mahalaleel - son of Cainan. Lived to be 892*. Fold back the flap labeled 6th and write, *Jared - son of Mahalaleel. Lived to be 962*. Fold back the flap labeled 7th and write, *Enoch - son of Jared, was a prophet. Taken to heaven without dying when 365*. Fold back the flap labeled 8th and write, *Methuselah - son of Enoch. Name means, "When he dies, judgment." Died the same year as the flood. Oldest man - lived to be 969*. Fold back the flap labeled 9th and write, *Lamech - son of Methuselah. Lived to be 777*. Fold back the flap labeled 10th and write, *Noah - son of Lamech. Lived through the Flood and to see the birth of Terah (father of Abram) 10 generations later. Lived to be 950*. Glue the back of your flapbook in your *Student Notebook* in Unit 1 - Box 6.

B **Key Idea:** After 10 generations the flood came.

Bible Quiet Time I

Reading: Choose one option below.

- ★ *The Illustrated Family Bible* p. 30-31
- ★ Your own Bible: Genesis chapter 6-7

Scripture Focus: Highlight Genesis 6:9.

E **Prayer Focus:** Pray a prayer of thanksgiving to express gratitude for God's divine goodness. Begin by reading the highlighted verse out loud as a prayer. End by praying, *Thank you Lord for saving Noah and his family so that I can be here today. I am grateful for your word, for Noah's example of living a life in obedience to you, and for...*

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

Key Idea: Noah lived a life pleasing to God.

Independent History Study I

C ★ Listen to *What in the World? Vol. I* CD, Track 3: "Early Man". Then, open your *Student Notebook* to Unit 1. In Box 5, copy in cursive Genesis 6:5 and 6:8.

Key Idea: Adam lived to see 8 generations of his descendents. Noah was 10 generations from Adam.

Learning the Basics

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

Unit 1 - Day 3

Bible Study T

Read aloud and discuss with the students the following pages:

- ★ *Genesis: Finding Our Roots* p. 11-12 (*Topic Study: Dragons and Create*)

F Note: Choose only one of the three activities given on the bottom of p. 12 to do today.

Key Idea: Looking at the translation of the Hebrew word, *tanniyn*, shows how dinosaurs fit into the Biblical account. Looking at the use of the Hebrew word *bara* (meaning to create), shows the difference between **creating** something from nothing and **making** something from what already exists.

Poetry I

Read aloud the poem "A Late Walk" (see Appendix). Get the yellow background that you painted on Day 2. Today you will be painting a tree on the background. You'll need brown paint, painting paper, a palette, water, a toothpick, and a paintbrush. Begin by painting the main tree trunk as a thick single line coming up from the bottom of the paper, getting thinner as it goes up. Do not make it perfectly straight. Next, add four thinner branches growing upward and outward from the main trunk. Then, add smaller branching limbs to fill out the tree in the shape you want. Use the tip of your toothpick to scrape small lines down the trunk of the tree to make bark. Last, paint one brown leaf fluttering down. As a final touch, glue your poetry copywork from Day 1 to your painting. Store your completed painting in the place you have chosen for it.

I **Key Idea:** Explore poetry moods with painting.

Language Arts S

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

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

- ★ *Write with the Best: Vol. I* Unit 1 - Day 2 p. 15-16
- ★ Your own writing program

Key Idea: Practice language arts skills.

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

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

Science Exploration I

★ Read *Land Animals of the Sixth Day* p. 5-8. Write the answer to each numbered question on lined paper. You do not need to copy the question. Use the listed page to help you answer each question.

1. What was the result of Adam and Eve's sin? (p. 5)
2. If animals weren't designed to eat other animals, then why do they have sharp teeth? (p. 6)
3. Write the words *zoologist* and *habituation* and give their definitions. (p. 6-7)
4. What is the difference between habituating an animal and taming it? (p. 7)
5. What picture does Isaiah 11:6-9 give you of the way that God originally created the animals? (p. 5)

H **Key Idea:** Death and decay entered the world along with the first sin, and this changed God's beautiful creation in sad ways. The animals are affected by death and decay too.

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.