

Table of Contents

	Section
Introduction	Introduction
The Beginning of History and of Sin Language Arts, Math, Geography, Bible, Science	Unit 1
The First Cities After the Flood Language Arts, Math, Geography, Bible, Science	Unit 2
God's Covenant with Abraham, Isaac, and Jacob Language Arts, Math, Geography, Bible, Science	Unit 3
Egypt at the Time of Joseph Language Arts, Math, Geography, Bible, Science	Unit 4
The Pharaohs of Ancient Egypt Language Arts, Math, Geography, Bible, Science	Unit 5
God's Judgment Upon Egypt Language Arts, Math, Geography, Bible, Science	Unit 6
God's Chosen People Rebel Language Arts, Math, Geography, Bible, Science	Unit 7
God's Chosen People Enter Canaan Language Arts, Math, Geography, Bible, Science	Unit 8
The Israelites Suffer from Idolatry Language Arts, Math, Geography, Bible, Science	Unit 9
The Reign of King Saul Language Arts, Math, Geography, Bible, Science	Unit 10
King David's Reign Language Arts, Math, Geography, Bible, Science	Unit 11
From Solomon to a Divided Kingdom Language Arts, Math, Geography, Bible, Science	Unit 12
Israel and Judah at the Time of Elijah and Elisha Language Arts, Math, Geography, Bible, Science	Unit 13

The Assyrian Conquests	Unit 14
Language Arts, Math, Geography, Bible, Science	
Israel Falls to Assyria and Judah Is Saved	Unit 15
Language Arts, Math, Geography, Bible, Science	
Judah Falls to the Babylonians	Unit 16
Language Arts, Math, Geography, Bible, Science	
The Persian Empire	Unit 17
Language Arts, Math, Geography, Bible, Science	
The Geography and Beginning of Greece	Unit 18
Language Arts, Math, Geography, Bible, Science	
The Greeks Resist the Persians	Unit 19
Language Arts, Math, Geography, Bible, Science	
The Golden Age of Greece	Unit 20
Language Arts, Math, Geography, Bible, Science	
Alexander the Great Conquers Persia	Unit 21
Language Arts, Math, Geography, Bible, Science	
The Empire of Alexander the Great	Unit 22
Language Arts, Math, Geography, Bible, Science	
Rome in Her Infancy	Unit 23
Language Arts, Math, Geography, Bible, Science	
The Struggle Between Rome and Carthage	Unit 24
Language Arts, Math, Geography, Bible, Science	
Rome Conquers Carthage	Unit 25
Language Arts, Math, Geography, Bible, Science	
Life in Ancient Rome	Unit 26
Language Arts, Math, Geography, Bible, Science	
The Roman Empire	Unit 27
Language Arts, Math, Geography, Bible, Science	
The Word Became Flesh	Unit 28
Language Arts, Math, Geography, Bible, Science	
Jesus, Teacher and Healer	Unit 29
Language Arts, Math, Geography, Bible, Science	

The Shepherd and His Flock	Unit 30
Language Arts, Math, Geography, Bible, Science	
Jesus Lays Down His Life	Unit 31
Language Arts, Math, Geography, Bible, Science	
The Way, the Truth, and the Life	Unit 32
Language Arts, Math, Geography, Bible, Science	
The Church Is Persecuted and Scattered	Unit 33
Language Arts, Math, Geography, Bible, Science	
Missionary Journeys	Unit 34
Language Arts, Math, Geography, Bible, Science	
To the Ends of the Earth	Unit 35
Language Arts, Math, Geography, Bible, Science	
Appendix	Appendix
Bibliography: Storytime Titles	
Extension Pack Schedule	
Science Lab Form	
Narration Tips	
Written Narration Skills	
Dictation Passages (three different levels)	
Math Schedules: <i>Primary Mathematics 3A/ 3B, 4A/4B, and 5A/5B</i>	
Poetry for Units 1-35	
List of Other Books by This Author	

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. I-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. 6-15
- ★ 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.



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.



Bible Quiet Time I

Bible Reading: Choose one option below.

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

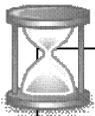
Scripture Focus: Highlight Genesis 1:26-27.

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.

Music: *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.



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:

★ *Genesis: Finding Our Roots* p. 8-11
(*Scripture Text* and *Scripture Study*)

Note: Parents should read p. 5-6 on their own to understand the design of the book. Additional tips and an answer key are provided on p. 102-105.

Key Idea: Study Genesis to discover your roots and God's will for mankind.



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.



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.



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 "Sample Module" from *Elementary Apologia: Zoology 1* at www.apologia.com. Then, read these pages 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.

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

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.



Storytime T

Choose one of the following read aloud options:

- ★ *Dinosaurs of Eden* p. 16-25
- ★ Read aloud the next portion of the biography that you selected.

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.



History Project S

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.



Bible Quiet Time I

Reading: Choose one option below.

- ★ *The Illustrated Family Bible* p. 26-29
- ★ Your own Bible: Genesis chapters 3-4

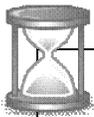
Scripture Focus: Highlight Genesis 4:6-7.

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.



Independent History Study I

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.

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. 5-8

Discuss with the students "Field Notes" p. 9.

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



Poetry

I

Read aloud the poem "A Late Walk" (see Appendix). You will be painting a yellow background that gradually fades as it moves down the paper. See the Introduction of this guide for needed paint supplies. Today, you'll need yellow paint, painting paper, a palette, water, and a large flat paintbrush. Load your brush with yellow paint. Paint several even strokes across the top of the paper. Dip your brush in the water and wipe it on the water container's edge twice. Starting on top of the last stroke you painted, slowly move down the paper using strokes that go across. As you move down the paper, continue dipping your brush in water, wiping it twice on the container's edge, and painting from where you left off. Do **not** add more paint to your brush. In this way, the yellow will get lighter as you paint. Let your background dry until Day 3.

Key Idea: Use painting to illustrate poetry.



Language Arts

S

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 writing options listed below:

★ *Write with the Best: Vol. I* Unit 1 – Day 1
p. 14-15

★ 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

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



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.

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 that 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.

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.

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.

Key Idea: After 10 generations a 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

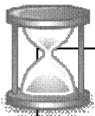
Scripture Focus: Highlight Genesis 6:9.

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

★ Listen to *What in the World?* Disc 1, 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*)

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

Key Idea: The translation of the Hebrew word, *tanniyn*, shows how dinosaurs fit into the Biblical account. 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, 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.

Key Idea: Explore poetry moods with painting.



Language Arts

S

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

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

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



Science Exploration

I

★ Read *Land Animals of the Sixth Day* p. 5 – middle of p. 8. Write the answer to each numbered question on lined paper. You do not need to copy the question. Use the listed page number as a reference.

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)

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.

Learning through History

Focus: The Beginning of History and of Sin

Unit 1 - Day 4



Reading about History I

Read about history in the following resource:

- ★ *The Story of the Ancient World:*
Ch. VII-VIII p. 30 – top of p. 33

You will be writing a narration about *Chapter VII: The Deluge*, which is part of today's history reading.

To prepare for writing your narration, think about the questions below. If you do not know the answers, find them on p. 30 or 31 of *The Story of the Ancient World*. Ask yourself, *Who entered the ark? How was the door to the ark shut? From where did the floodwaters come? How long did the downpour last? What happened to the living creatures on earth? How high did the floodwaters rise? What did the waters carry along with them? How long did the ark float? Why did Noah send out a raven? What happened when Noah sent out the dove? Why was Noah filled with joy when he saw the olive twig? When did Noah come out of the ark?*

After you have thought about the answers to the questions, turn to Unit 1 in your *Student Notebook*. In Box 4, write a 5-8 sentence narration that begins with, *Noah entered the ark...* When you have finished writing, read your sentences out loud to catch any mistakes.

Check for the following things: *Did you include **who** the reading was mainly about? Did you include **what** important thing(s) happened? Did you include **how** it ended? If not, add those things.* Use the *Written Narration Skills* in the Appendix for editing.

Key Idea: Noah was 601 when he came out of the ark. By saving Noah, God kept His promise that He would one day send a Savior.



Storytime T

Choose one of the following read aloud options:

- ★ *Dinosaurs of Eden* p. 38-49
- ★ Read aloud the next portion of the biography that you selected.

After the reading, have each person get a Bible and open it anywhere in Proverbs. Explain, *We will have 5 minutes to skim through the verses in Proverbs to find any connections to today's story. When a connection is found, read the verse out loud and quickly share the connection. At the end of 5 minutes, anyone who has not shared yet must read aloud one verse and make the best connection possible.*

Key Idea: Seek God's word for His guidance.



Bible Quiet Time I

Reading: Choose one option below.

- ★ *The Illustrated Family Bible* p. 32-33
- ★ Your own Bible: Genesis chapter 8; 9:1-17

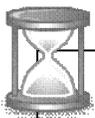
Scripture Focus: Highlight Genesis 8:21.

Prayer Focus: Pray a prayer of supplication to make a humble and earnest request of God. Begin by reading the highlighted verse out loud as a prayer. End by praying, *I ask you to help me Lord not to follow my heart, which is filled with sin. Instead, help me follow you by...*

Scripture Memory: Copy Philippians 2:1 in your Common Place Book (see Introduction).

Music: *Philippians 2* CD: Track 1 (verse 1)

Key Idea: God made a promise to Noah.



Independent History Study I

- ★ Listen to *What in the World?* Disc 1, Track 4: "The Flood". Then, turn to *The Story of the Ancient World* p. 257. Read over the time period between the Flood and Noah's death. What things do you notice?

Key Idea: Noah lived at the time of the Tower of Babel, the Pharaohs, and the building of Babylon and Ur.

Learning the Basics

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

Unit 1 - Day 4



Geography

T

Read aloud to the students the following pages:

★ *A Child's Geography Vol. II* p. 9-12
Discuss with the students "Field Notes" p. 12.

Key Idea: Turkey is connected with the Biblical account of Eden by the names of two of its rivers, the Tigris and the Euphrates. Due to the changes to the earth's surface made by Noah's Flood, we do not know if these rivers are in the same location as those that bordered Eden.



Poetry

I

Today, you will be performing a poetry reading of "A Late Walk" (see Appendix) for an audience of your choosing. Practice reading the poem aloud with expression that matches the mood of the poem. Then, read the poem aloud in front of your chosen audience. At the end of the reading, share the following, *When I read this poem by Robert Frost, it made me think of...* Call on your audience to share what thoughts the poem brought to their minds. Last, say, *Did you know that Robert Frost was often paid to read his poems at prestigious colleges in the United States? He was even asked to read one of his poems at President J.F.K.'s inauguration.*

Key Idea: Share the poetry of Robert Frost.



Language Arts

S

Have students complete one dictation exercise.

Guide students to complete one reading lesson.

★ *Drawn into the Heart of Reading*

Help students complete **one** English lesson.

★ *Building with Diligence:* Lesson 2

★ *Following the Plan:* Lesson 2

★ Your own grammar program

Key Idea: Practice language arts skills.



Math Exploration

S

Choose **one** math option listed below.

★ *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

★ Read *Land Animals of the Sixth Day* p. 8 – middle of p. 11. Now, skip to the "Experiment" on the bottom of p. 12. Normally, we do not include experiments that require any supplies that you may not have on hand, however we did include this experiment from the Apologia book. 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). Use the same binder or sketchbook you have chosen for science notebooking. Make a science experiment section. For your science experiments, you may either use the Science Lab Form provided in the Appendix of our guide, or write your Lab Form on a blank paper as described below.

At the top of a blank page, write: *How does camouflage make a difference in how well animals survive?* Under the question, write: 'Guess'. Write down your guess. Follow the directions for the experiment in *Land Animals of the Sixth Day* p. 12-14. Next, on the paper write: 'Procedure'. Draw the table from p. 13 and fill it in. At the bottom of the paper, write: 'Conclusion'. Explain what you learned from the experiment.

Key Idea: Camouflage affects which animals survive well in an environment, resulting in natural selection.