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# Introduction

## Complete Plans

*Preparing Hearts for His Glory* features 35 units with complete daily plans. Each unit lasts 4 days, which gives you the 5<sup>th</sup> day of each week to use as you wish. The 4-day plan can be stretched to cover 5 days if needed. This guide is meant to save you time planning, so you can instead spend your time teaching and enjoying your children. Activities are rotated daily, so you can cover many areas that might often be neglected, without lengthening your school day. These plans are designed to provide an academic, well balanced approach to learning.

## Easy to Use

Simple daily plans are provided on each two-page spread. The subjects can be done in any order. Each day of plans is divided into the following 2 parts: “Learning Through History” and “Learning the Basics”. Each segment of plans is further designated as “Teacher Directed = T”, “Semi-Independent = S”, or “Independent = I”. Dividing the plans in this manner is meant to help you gradually move your children toward more independent work. Easy to follow daily plans are divided into 10 boxes, which can be spaced throughout the day as time allows.

## Learning Through History

The “Learning Through History” part of the program is told in story form and provides a one-year overview of world history from creation to the late 1900’s. Biblical stories are interwoven with other stories from world history to show that the flow of history is really one continuous story. Students will be led to see that all of history belongs to God, and is actually “His” story. The following areas are linked with the history stories: corresponding read alouds, oral narration practice, written narration lessons, oral comprehension and opinion questions, Biblical applications, geography quick-finds, timeline entries, vocabulary study, research questions, history projects, notebooking assignments, copywork, and corresponding independent literature assignments.

## Learning the Basics

The “Learning the Basics” part of the program focuses on language arts, math, Bible, and science. It includes dictation practice and passages, a choice of scheduled grammar and writing texts, reading choices, creative writing from the poetry of Robert Louis Stevenson, oral narrations, a choice of math texts, a Bible study of the Psalms, and scheduled science readings with lessons.

## **Quick Activities**

*Preparing Hearts for His Glory* was written with the busy homeschool teacher in mind. It provides a way to do great activities without all of the usual planning and preparation. Quick and easy activities require little or no preparation and use materials you're likely to have on hand.

## **Fun Ideas**

Engaging daily lessons take approximately 4 hours to complete. More time will be needed if you linger on activities or draw out discussions. The activities are filled with ideas that get kids thinking, exploring, and learning in a meaningful way.

## **Balanced**

Each day's lessons are carefully planned to provide a balance of oral, written, and hands-on work. In this way, oral narration is practiced daily, but in a variety of subject areas. Written work is required daily, but care is taken to balance it with other forms of assessment. Hands-on experiences are provided in each day's plans, but they do not require overwhelming amounts of time.

## **Flexible**

Lesson plans are written to allow you to customize the program to suit your child's needs. A choice of resources is provided. Resources noted in the plans with a 'star' are considered necessary to do the box of the plans in which the resource appears. Resources noted in the plans with a 'checkmark' provide a text or music connection to the activity. An Extension Pack Schedule in the Appendix extends the area of history to include more advanced reading material. This allows your older students to learn along with your younger students.

## **Resources**

All of the 'star' and 'checkmark' resources noted in *Preparing Hearts for His Glory* are available from Heart of Dakota Publishing. Order resources online at [www.heartofdakota.com](http://www.heartofdakota.com), by mail using the printable online order form, or by telephone at (605) 428-4068. Resource titles are listed below.

### **History 'Star' Resources (Required)**

\**A Child's History of the World* by Virgil M. Hillyer (Calvert Education Services, 1997) Note: This text is available in several different versions, but only the 1997 version matches with the page numbers in this guide and includes the additional end chapters needed for this study.

\**Grandpa's Box* by Starr Meade (P&R Publishing Co., 2005)

\**Life in the Great Ice Age* by Michael and Beverly Oard (Master Books, 1996)

\**Hero Tales: Volume I* by Dave and Neta Jackson (Bethany House Publishers, 1996)

**Science ‘Star’ Resources** (Required, unless you have your own science)

- \**One Small Square: Arctic Tundra* by Donald M. Silver (McGraw-Hill, 1997)
- \**One Small Square: Cactus Desert* by Donald M. Silver (McGraw-Hill, 1997)
- \**The Great Dinosaur Mystery and the Bible* by Paul S. Taylor (David C. Cook Publishing, 2005)
- \**Find the Constellations* by H.A. Rey (Houghton Mifflin, 2006)
- \**One Small Square: Coral Reef* by Donald M. Silver (McGraw-Hill, 1997)
- \**Columbus* by Ingri and Edgar Parin D’Aulaire (Beautiful Feet, 1996)
- \**Who Was Leonardo da Vinci?* by Roberta Edwards (Penguin Group, 2005)
- \**Pasteur’s Fight Against Microbes* by Beverley Birch and Christian Birmingham (Barron’s Educational Series, 1996)
- \**Albert Einstein: Young Thinker* by Marie Hammontree (Simon & Schuster Children’s Publishing, 1986)

**‘Star’ Resource Choices** (Considered to be necessary choices)

- \*If your child is an independent reader, choose one of the following options:
  1. *Drawn into the Heart of Reading: Level 2/3 or Level 4/5* by Carrie Austin (Heart of Dakota Publishing, 2000)
  2. Your own program
- \*Choose one of the following English options to use with this program:
  1. *Beginning Wisely: English 3* by Rod and Staff Publishers (Rod and Staff Publishers, 1991)
  2. *Building with Diligence: English 4* by Rod and Staff Publishers (Rod and Staff Publishers, 1992)
  3. Your own program
- \*Choose one of the following math options to use with this program:
  1. *Singapore Primary Mathematics 2A/2B: U.S. Edition* by Singapore Ministry of Education (Times New Media, 2003)
  2. *Singapore Primary Mathematics 3A/3B: U.S. Edition* by Singapore Ministry of Education (Times New Media, 2003)
  3. *Singapore Primary Mathematics 4A/4B: U.S. Edition* by Singapore Ministry of Education (Times New Media, 2003)
  4. Your own program
- \*Choose the following CD to aid in memorizing the Psalms scheduled in this guide:
  1. *Lead Me to the Rock* by Kelly Crawford (Hearts for Family, 2007)

**Note:** Since resources sometimes go out of print or undergo changes, you may check the “Updates” portion of our website at [www.heartofdakota.com](http://www.heartofdakota.com) for any needed replacement texts and schedules pertaining to our products.



# “Learning Through History” Components

## Reading About History

The “Learning Through History” part of the program is told in story form and provides a one-year overview of world history from creation to the late 1900’s. Biblical stories are interwoven with other stories from world history to show that the flow of history is really one continuous story. Students will be led to see that all of history belongs to God, and is actually “His” story.

History stories are scheduled to be read aloud to the students each day using the following resources: *A Child’s History of the World* by Virgil M. Hillyer, *Grandpa’s Box* by Starr Meade, *Life in the Great Ice Age* by Michael and Beverly Oard, and *Hero Tales: Volume I* by Dave and Neta Jackson. These stories provide the focus for this part of the plans. If your children are able to read these stories well on their own, you may encourage them to do the readings independently. The areas that follow are linked to the daily stories:

- \*Day 1: questions guide reflection about the day’s readings; questions range from comprehension to evaluation and are based on the levels of Bloom’s Taxonomy (The level of each question is noted in parentheses.)
- \*Day 2: a Bible passage which connects to the history story is shared and discussed
- \*Day 3: oral narration is practiced by retelling the story
- \*Day 4: guided instruction is provided for writing a written narration

These books along with the *Preparing Hearts for His Glory* guide are sold as an **Economy Package**, or individually, at [www.heartofdakota.com](http://www.heartofdakota.com).

## Storytime

Daily storytime sessions are linked to the “Reading About History” box of the plans by a similar historical time period. These books provide the historical backdrop for each time period, or a panoramic view of history, while the “Reading About History” readings provide a more factual view. These scheduled read-alouds are highly recommended, unless you need to economize. Complete listings and book descriptions for these books can be found in the Appendix. These books are sold as a set in the **Basic Package**, or sold individually, at [www.heartofdakota.com](http://www.heartofdakota.com):

- *The True Story of Noah’s Ark* by Tom Dooley
- *Tirzah* by Lucille Travis
- *Classic Treasury of Aesop’s Fables* by Don Daily
- *A Triumph for Flavius* by Caroline Dale Snedeker
- *Fountain of Life* by Rebecca Martin

# “Learning Through History” Components

(continued)

- *Viking Quest I: Raiders of the Sea* by Lois Walfrid Johnson
- *The Door in the Wall* by Marguerite De Angeli
- *The Wonderful Winter* by Marchette Chute
- *The Family Under the Bridge* by Natalie Savage Carlson
- *Twenty and Ten* by Claire Huchet Bishop and Janet Joly

Each unit includes the following activities in coordination with the “Storytime” read-aloud assignments:

- \*Day 1: personal connections are shared that relate to the story
- \*Day 2: differences between the characters’ lives and the students’ lives are identified based upon the historical time period of the story
- \*Day 3: the main character’s faith is evaluated for its impact on the character’s life and the story
- \*Day 4: oral narration is practiced by retelling the story

## **Research Skills**

One day in each unit requires students to use beginning research skills on a topic inspired by the history stories. Students are asked to research a specific topic using one source and orally answer one or more of the provided questions. The purpose of the research activity is to train students to use an index or a search engine, to skim to find answers, and to formulate an answer from the information they’ve gathered. One or more comprehensive history encyclopedias (in print form, on CD, and/or on the internet) is recommended for use with the lessons.

## **Vocabulary**

One day in each unit includes a vocabulary activity that uses 3-5 words from the unit’s history stories. The purpose of the vocabulary activities is to train students in the use of contextual clues, alphabetization, and dictionary skills. A Webster’s dictionary is recommended for use with the lessons. Students need a vocabulary notebook or index cards and a card file for their words.

## **Geography Quick-Finds**

One day in each unit includes geography quick-finds that directly relate to the history stories. Studying geography in this manner helps students recognize how geography has impacted history. Provided questions connect history with geography by directing students to find various locations from long ago on the globe, while also discussing what those locations are called

# “Learning Through History” Components

(continued)

today; by tracing the routes of explorers, while also discussing the information they had about the world at that time; by identifying how countries and boundaries have changed, while also noting how nations rose and fell in power; by noticing geographical features, while also recognizing that they have remained unchanged by the passage of time; and by locating bodies of water, while also noting how important they were for travel and commerce; and so on.

The following standard geographical concepts are also reviewed on a rotating basis: continents, oceans, cardinal directions, hemispheres, latitude, longitude, zones (tropical, temperate, and arctic), and time zones. A world map or globe is needed for the geography activities.

## **Timeline Entry**

To understand the flow of history, students keep a basic timeline of the major events studied throughout the year. Students will need 32 small index cards cut in half for their timeline. They will be making a staircase timeline, like the one shown on p. xvii of *A Child's History of the World*. Each row of cards will represent approximately one thousand years of history. Cards may **either** be taped to the back of a door **or** be taped side-by-side and accordion-folded to be stored. Plan for 4 rows of cards. The longest row will have 18 cards. Rows will need to be angled to fit properly on a door.

## **History Project**

Three days in each unit are devoted to a meaningful, hands-on project that is designed to bring the history stories to life. Each project is scheduled to be easily completed by the student semi-independently in three short stages. Projects require little or no preparation and use materials you are likely to have on hand. Projects correlate closely with the history stories and provide an important creative outlet for students to express what they've learned. Projects range from painting cave art, to carving a clay cartouche; from creating a flip-book, to designing a denarius coin; from constructing a paper mosaic, to mixing perfume; from making a Viking brooch, to baking a medieval trencher; from designing a pendent, to etching an engraving, and much more!

## **Independent History Study**

Daily independent history assignments are scheduled using real books that correspond with the historical time periods being studied. These books are contained in the Deluxe Package. This is an optional package, but it greatly

## “Learning Through History” Components (continued)

enhances the study of history. The Deluxe Package gives your child 12 incredible books to read independently, using the self-study plans in *Preparing Hearts for His Glory*. Reading material is meant to be easy and short enough for children to complete on their own. Complete listings and book descriptions for these books can be found in the Appendix. These books are sold as a set in the **Deluxe Package**, or individually, at [www.heartofdakota.com](http://www.heartofdakota.com).

Oral narration, copywork, notebook entries, and Biblical connections round out the independent readings. At this age, notebook entries are limited to copying, tracing, and drawing from a model. Accuracy and attention to authentic detail are encouraged. Entries are meant to be factual and to provide a finished product that gives an overview of the history topics studied throughout the year. Reminders are given for copywork to be done in cursive.

Students need a place to store their notebook entries. Either use a 3-ring binder with plastic page protectors or a bound sketchbook with unlined pages. Students also need a *Common Place Book* for their copywork. A *Common Place Book* is often a bound composition book with lined pages. It provides a common place to copy anything that is timeless, memorable, or worthy of rereading. It is for copying text and not for original writing. Bible verses, classic poetry, and passages from excellent literature with beautiful or vivid wording are often included. Students will add to the *Common Place Book* throughout the year.

### **Independent History Study for Older Students**

An Extension Package Schedule in the Appendix extends the area of history to include more advanced reading material. This allows your older students to learn along with your younger students. A schedule of daily independent readings for these books is provided in the Appendix of *Preparing Hearts for His Glory*. Books are at a mid-fifth to upper seventh grade reading level. Complete listings and book descriptions for these books can be found in the Appendix. These books are sold as a set in the **Extension Package**, or individually, at [www.heartofdakota.com](http://www.heartofdakota.com). This package is an optional part of *Preparing Hearts for His Glory*.

# “Learning The Basics” Components

## **Handwriting/Copywork**

Daily practice of cursive handwriting is scheduled from a variety of copywork sources. By copying from a correctly written model, students gain practice in handwriting, spelling, grammar, capitalization, punctuation, and vocabulary. Copywork also prepares students to eventually write their own compositions. Work should be required to be done neatly and correctly. It is more important for students to produce careful, quality work, rather than a large quantity that is carelessly done. If your student has had no formal instruction in cursive handwriting, you may want to use one of the recommended cursive handwriting options from *Bigger Hearts for His Glory*.

## **Grammar, Mechanics, Usage, and Writing**

Daily lessons from **either** *Beginning Wisely: English 3* **or** *Building with Diligence: English 4* focus on grammar, mechanics, and usage for the purpose of improving writing. Systematic lessons focus on one rule or concept per lesson. In order to keep the lessons short, you may want to do most of the lesson orally or on a white board, requiring only one set of practice exercises to be written by the student each day. The Teacher’s Manual is considered to be necessary at this level. See the “Table of Contents” in either *Beginning Wisely: English 3* or *Building with Diligence: English 4* for a scope and sequence. Students need a lined composition book or notebook for their written work.

## **Dictation**

Studied dictation to practice spelling skills is scheduled three days in each unit. Three different levels of dictation passages are provided in the Appendix. The dictation passages are for use with students who have mastered basic spelling words. If your student is not ready for dictation, you may want to use the spelling lists provided in the Appendix of *Beyond Little Hearts for His Glory* or *Bigger Hearts for His Glory*, or use another spelling program instead.

Special instructions for the dictation passages are included in the Appendix. The Charlotte Mason method of studied dictation is used. In this method, students study the passage prior to having it dictated. This is an important step in learning to visualize the correct spelling of words. All items in the passage must be written correctly, including punctuation marks, before going on to the next passage. Studied dictation focuses on the goal of using correct spelling within the context of writing.

# “Learning The Basics” Components

(continued)

Permission is granted for you to make copies of the “Dictation Passages Key” to log your children’s progress in dictation. A lined composition book is needed for dictation.

## Poetry and Rhymes

A different classic poem written by Robert Louis Stevenson is introduced in each unit. Each poem was chosen for its enduring quality and its ability to withstand the test of time. Each unit includes the following poetry study activities:

- \*Day 1: questions and discussion related to the meaning of the poem
- \*Day 2: creative writing lesson based upon the poem’s style, content, pattern, or poetic devices
- \*Day 3: personal connections with the poet and the poem
- \*Day 4: suggested ways to share the poem with another person
- \*Each 12 week term: memorization of a previously studied Robert Louis Stevenson poem of the student’s choice

You are granted permission to make copies of the poems in the Appendix if needed for the lessons in this guide.

## Reading

Three days in each unit recommend using *Drawn into the Heart of Reading* for literature study. This reading program is multi-level and is designed to use with any books you choose. It is available for students in levels 2-8. It is divided into nine literature units, which can be used in any order.

*Drawn into the Heart of Reading* is based on instructions and activities that work with any literature. It can be used with one or more students of multiple ages at the same time because it is structured around daily plans that are divided into three levels of instruction. *Drawn into the Heart of Reading* is intended for use year after year as you move students through the various levels of instruction. It is designed to teach students to evaluate characters using a Christian standard that is based on Godly traits.

In order to use *Drawn into the Heart of Reading* with your independent reader, you need the *Drawn into the Heart of Reading* Teacher’s Guide and the *Level 2/3* or *Level 4/5 Student Book*. You may also choose whether to purchase these optional resources: *Level 2 Book Pack*, *Level 3 Book Pack*, or the *Sample Book Ideas List*. Packages for *Drawn into the Heart of Reading* are available at [www.heartofdakota.com](http://www.heartofdakota.com).

# “Learning The Basics” Components

(continued)

## **Bible Study**

Memory work from the book of Psalms is introduced in each unit. Students memorize entire passages from the Psalms through repetition, copywork, actions, and music. Musical selections from *Lead Me to the Rock* by Kelly Crawford correspond with the Bible memory verses in the program. Ten Psalms, taken directly from the KJV Bible, are beautifully performed with simply orchestrated music. Each unit includes the following Bible study activities:

- \*Day 1: discuss a portion of a Psalm using heartfelt questions that encourage students to read and reflect upon God’s word (Note: The questions work best with the KJV of the Bible.)
- \*Day 2: identify the mood and purpose of the Psalm, and pray about the Psalm
- \*Day 3: have a personal quiet time filled with prayer and praise based on a portion of a Psalm
- \*Day 4: copy the Scripture memory selection in a *Common Place Book* (Note: See the description of a *Common Place Book* in the “Bible Study” box of the plans for Day 4 in each unit.)

## **Corresponding Music**

Musical selections from *Lead Me to the Rock* by Kelly Crawford correspond with the Bible memory work in each unit. While this is an optional resource, this CD can be a powerful aid to your children committing large portions of Scriptures to heart.

## **Math Exploration**

A math instruction reminder is listed in the plans daily. *Preparing Hearts for His Glory* offers a choice of *Singapore Primary Mathematics 2A, 2B, 3A, 3B, 4A, or 4B*. Each of these choices covers one semester of instruction, so both an “A” and a “B” set are needed for a full year of math instruction. Sets include both a textbook and a workbook. Text pages for all of these options are listed in the Appendix of *Preparing Hearts for His Glory*. For further help with math placement, go to [www.singaporemath.com](http://www.singaporemath.com) and click “placement” for a free math placement test. If you have a different math program that you are already comfortable using, feel free to substitute it for the math portion of the plans.

# “Learning The Basics” Components

(continued)

## Independent Science Exploration

Daily independent science readings are scheduled using real books contained in the Science Add-On Package. Reading material is meant to be easy and short enough for children to complete on their own. Complete listings and book descriptions for these books can be found in the Appendix.

These books are sold as a set in the **Science Add-On Package**, or individually, at [www.heartofdakota.com](http://www.heartofdakota.com). This package includes these 9 engaging resources:

- *One Small Square: Arctic Tundra* by Donald M. Silver
- *One Small Square: Cactus Desert* by Donald M. Silver
- *The Great Dinosaur Mystery and the Bible* by Paul S. Taylor
- *Find the Constellations* by H.A. Rey
- *One Small Square: Coral Reef* by Donald M. Silver
- *Columbus* by Ingri and Edgar Parin D’Aulaire
- *Who Was Leonardo da Vinci?* by Roberta Edwards
- *Pasteur’s Fight Against Microbes* by Beverley Birch and Christian Birmingham
- *Albert Einstein: Young Thinker* by Marie Hammontree

These stories provide the focus for this part of the plans. The areas of life science, physical science, and earth science are each addressed. “Science Exploration” topics loosely correspond with the history topics being studied in the “Learning Through History” part of the plans.

While students read about the Israelites wandering in the desert in history, they will study about the desert habitat in science. When students are reading about seafaring explorers in history, they will study the coral reef in science.

As students move into the history time periods in which Columbus, daVinci, Pasteur, and Einstein lived, they will study these great men’s lives and scientific contributions in science. Studying science in this manner helps it flow with the study of history and allows for natural connections to be made between the two areas.

## **“Learning The Basics” Components**

(continued)

Each unit includes the following science activities in coordination with the read-aloud assignments:

- \*Day 1: create a science notebook entry
- \*Day 2: practice oral narration by retelling the science story
- \*Day 3: write answers to five provided questions (including one Biblical application question) based on the science reading
- \*Day 4: conduct an experiment related to the reading and log it in a science notebook or on a copy of the “Science Lab” form found in the Appendix

The students need a place to store their notebook entries, written answers, and science experiment results. Use either a 3-ring binder with plastic page protectors or a bound sketchbook with unlined pages for the notebook assignments and science experiment results. An optional “Science Lab” form is provided in the Appendix and may be reproduced for students to log their science experiment results. Use a lined composition book or a lined notebook for the written answers on Day 3.