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Learning through History
Focus: Creation to Noah

Reading about History

Read about history in the following resource:
- Grandpa’s Box: Ch. I, 9, 9-13
Note: Parents may also wish to read p. 281-282 silently.

After today’s reading, say, Tell me what you learned about Grandpa from today’s story. (comprehension) Where did Grandpa get his yellow, wooden box? (knowledge) How does Grandpa use the yellow box? (application) Decide what a grandchildren could be talking about. (evaluation) Predict what might be the enemy Grandpa mentioned. (synthesis)

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.

Storytime

Read aloud the following assigned passage:
- Ephesians 6:10-17
Note: Today’s discussion should have a conversational feel. Share about a person, time, event, or emotion from your life that the passage today brought to mind. Next, have your child share a connection.

Key Idea: Connect personally to the passage.

Research

Ephesians 6:10-17 talks about the armor of God. In verse 16, what piece of armor is mentioned? A shield! Do this for all the other pieces of armor. 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 www.wikipedia.org to look up coats 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.

Key Idea: The coat of arms is an important piece of history. It tells us about the people and places who used it.

History Project

This unit you will be designing a coat of arms for the members of your family. Cut a piece of white paper in the size and shape of your coat of arms. You will use this paper to draw your coat of arms.

What are some symbols of faith? (i.e., cross, dove, empty tomb, crown, Easter Lily, etc.) On the white paper that you cut out, sketch with pencil a design using symbols of faith to be your coat of arms. Do not color in the design. Save the design for Day 2.

Key Idea: Grandpa was talking about a spiritual war. In a spiritual war, we need the full armor of God to protect us.

Independent History Study

Read, Draw, and Write Through History p. 4-5. Follow the directions given in p. 9-7 to draw and color plans and trees on white paper. Either store completed drawings in a 3-ring binder with plastic page protectors or use a sketchbook with half blank and half lined pages.

Key Idea: The history of earth began with Creation, which showed God’s mighty power.

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

Poetry

Read aloud to the students the poem “The Swing” (see Appendix). Ask, What does the poem say about swinging? Describe what the child sees as he/she swings. What feelings do the last two lines of the poem give you? Read the poem again with the students.

Key Idea: Read and appreciate a variety of classic poetry.

Language Arts

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

Key Idea: A Godly man is faithful and delights in studying God’s word.

Math Exploration

Choose one of the math options listed below (see Appendix for details).

- Singapore Primary Mathematics 2A/2B, 3A/3B, or 4A/4B
- Your own math program


Science Exploration

Read One Small Square: Arctic Tundra; p. 7-5. 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 1:2 in cursive. Beneath the verse, draw or trace the map from p. 45 of One Small Square: Arctic Tundra. 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.

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.
Learning through History
Focus: Creation to Noah

Reading about History

Read about history in the following resources:
- Grandpa’s Box: Ch. 2, p. 15-20

After today’s reading, read aloud Romans 5:12-21. Ask, in Romans 5:12, how does it say that sin and death entered the world? What does Romans 5:13 say about death and the law? In Romans 5:14, what pattern does it say Adam set that all mankind follows? Have we followed the pattern of sin and death? How does the law help us see our sin? Since we are all sinners, we will all sin, but what gift does Romans 5:15 say we are given? What act of righteousness does Romans 5:18 say brought life to all men? According to Romans 5:20, can we ever be good enough to save ourselves? Then, how does Romans 5:21 say we can be saved?

Key Idea: God pointed out to Marc and Amy that God cannot be taken by surprise. He knew Adam and Eve would sin.

Storytime

Read aloud the following assigned passage:
- Genesis 3:1-4

Ask, in today’s reading, how is the life of people different from your life? What would you have enjoyed or found difficult about living during that time?

Key Idea: Compare and contrast the historical time period of the reading to your own life.

Vocabulary

You will need a place to write and store your vocabulary words for this year. Use either a card file with index cards and alphabet tabs or a composition notebook with 2 pages labeled for each letter of the alphabet. You may choose 3-5 of the following vocabulary words from Grandpa’s Box to use: memorials (p. 15), proverbs (p. 16), office (p. 17), or rebel (p. 18). First, write the word in the text and read the sentence containing the word. Think about its meaning. Next, find the word in the dictionary and select the correct meaning. Write the word at the top of an index card or at the top of the corresponding letter page in the notebook. Underline the word, copy the correct definition from the dictionary. Then, use the word correctly in a sentence. The sentence may be copied from the text or be one of your own creation. Last, draw a small picture to show the word’s meaning. If you used an index card to record your word, file it under the correct alphabetical tab in the card file.

Key Idea: God had a plan for dealing with man’s sin. He warned us there would be pain.

History Project

Take two or three minutes to color your symbols of faith. Cut out your symbols when you are finished coloring. Save the symbols for Day 3.

Key Idea: We have all sinned like Adam and Eve, so each of us can only be saved by grace through faith in Christ Jesus. Our faith in Jesus is our shield and defense against Satan.

Independent History Study

On white paper, follow the directions from Draw and Write Through History p. 8 to draw and color a dinosaur. Store your completed drawing in the place you have chosen for it.

Key Idea: When sin entered the world, death entered the world too. All of Creation was affected.

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

Language Arts

Work with the students to complete one of the English options listed below:
- Beginning Wisely: Lesson 3
- Building With Diligence: Lesson 2
- Your own grammar program

Say, will you be writing a writing activity based on the poem, “The Sow?” Ask, “What is the mood of Psalm 111?” (Some examples of moods include frightened, worried, happy, peaceful, hopeful, sad, unhappy, angry, thankful, prayerful, joyful, and lonely.) Ask, “When could this Psalm help you, or when could you go to it for help?”

Say, will you rewrite lines 7, 8, 9, and 10 of “The Sow.” Read the first lines of the poem together. On paper, write, “Today I looked down on the .” Have students fill in the blanks with 3 things from the list that they would see on the way up. For line 8, have students write one more thing they would see. For line 9, write “Tell I looked down on the .” Have students fill in the blank with something from the list that they would see on the way up. For line 10, write “Down on the .” Have students fill in the blank with one more thing they would see on the way up. Read the poem with the new lines. Students may copy or type the changed poem if desired.

Key Idea: Write creatively from classic poetry.

Bible Study

Have students say Psalm 111:2 in the midst of the Lord. Ask, “What is the mood of Psalm 111:2?” (Some examples of moods include frightened, worried, happy, peaceful, hopeful, sad, unhappy, angry, thankful, prayerful, joyful, and lonely.) Ask, “When could this Psalm help you, or when could you go to it for help?”

Say, will you rewrite lines 7, 8, 9, and 10 of “The Sow.” Read the first lines of the poem together. On paper, write, “Today I looked down on the .” Have students fill in the blanks with 3 things from the list that they would see on the way up. For line 8, have students write one more thing they would see. For line 9, write “Tell I looked down on the .” Have students fill in the blank with something from the list that they would see on the way up. For line 10, write “Down on the .” Have students fill in the blank with one more thing they would see on the way up. Read the poem with the new lines. Students may copy or type the changed poem if desired.

Key Idea: Write creatively from classic poetry.

Math Exploration

Choose one of the math options listed below (see Appendix for details):
- Singapore Primary Mathematics 2A/2B, 2A/3B, or 4A/4B
- Your own math program


Science Exploration

Read One Small Square: Arctic Tundra p. 6-7. Orally retell or narrate to an adult the portion of text that you read today. Use the Narration Tips in the Appendix as needed.

Key Idea: In the arctic tundra, animals and plants need special adaptations to stay alive. Even trees do not grow to full-size on the frozen tundra.
Learning through History
Focus: Creation to Noah

Reading about History

- Grandpa's Box: Ch. 3, p. 21-26

After today's reading, have your students orally narrate or retell the portion of today's text that you read. Use the Narration Tips in the Appendix as needed.

Key Idea: After Cain and Abel were born, Satan used Cain's sinful nature to stir up hatred for Abel. God spoke to Cain about his anger and warned him that it could destroy him. Did Cain listen?

Storytime

Read aloud the following passage:

Genesis 4:1-15

Ask: What was the main character's main role? How would the story be different if the main character put his faith in God? Share a character, a story, or a verse from the Bible that you are reminded by today's reading.

Key Idea: Share a Biblical connection.

Geography

You will need a globe or a world map for the geography lessons this year. Each unit will feature geography quick finds and questions related to the day's history reading. Two review quick finds will also be included each unit for extra practice on key concepts.

Using a map or globe, help students find the location of the city where you were born. Answer the following questions: In what state or province is the city where you were born located? In what country is it located? On what continent is it located?

Review the following concepts: Point to and name the 7 continents. Point to and name the 5 oceans. Note: Many tests list the Southern Ocean at the South Pole as a 6th ocean.

Key Idea: Grandpa remembered the special day when Amy and Marc's father was born. Adam and Eve must have remembered the day their first son, Cain, was born. Did God know the date and place of your birth before you were even born?

History Project

Get the symbols you cut out for your shield of faith on Day 2. A cast of arms often uses a contrasting color for the background to make the design really stand out. To see which combinations of colors contrast the most, set out the following 6 colored sheets of paper: blue, green, red, orange, yellow, and purple. Place your symbols in the center of each sheet of paper until you choose your colors down to the three best contrasting colors. Then, choose the colored background. Cut out the shape of a shield. Glue or symbols. You have created a cast of arms. Glue your coat of arms on a larger piece of paper or tagboard cut in the shape of a shield. Add a handle out of paper or tagboard to the back.

Key Idea: Cain should have listened when God warned him. Do we listen when we are wrong?

Independent History Study

On lined paper, copy the first paragraph from Draw and Write Through History p. 12. You will copy the other two paragraphs on a different day. Store your completed copywork in your completed drawings in the place you have chosen for them.

Key Idea: God had a plan for all of Creation. It did not happen accidentally. God is in control.

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

Poetry

Read aloud with the students the poem “The Swing” (see Appendices). Say, Describe a time you have been somewhere like this or felt like this. What can you learn from the poem. Robert Louis Stevenson, from the poem? Say, Did you know Robert Louis Stevenson was a sickly child who often had to stay in bed? He did not get outside, playing in the carefree way he describes in his poems. Have the students read the poem again on their own.

Key Idea: Read and appreciate classic poetry.

Language Arts

Have students complete one 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:

- Beginning Wisely: Lesson 4
- Ruling With Diligence: Lesson 3
- Your own grammar program

Key Idea: Practise language arts skills.

Math Exploration

Choose one of the math options listed below (see Appendix for details):

- Singapore Primary Mathematics 2A/2B, 3A/3B, or 4A/4B
- Your own math program


Science Exploration

Read One Small Square: Arctic Tundra p. 8-9. 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 do the hares and the birds grow to prepare them for cold weather? (p. 9)
2. How do white fur and white feathers protect the animals? (p. 9)
3. Make a sketch of a ptarmigan’s feet. (p. 8)
4. Describe what makes a ptarmigan’s feet special. (p. 8)
5. What does Feb 127-7-30 say you can learn from the animals, birds, and fish?

Key Idea: The arctic animals have adaptations like white fur and white feathers to camouflage them.
Learning through History

Focus: Creation to Noah

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Reading about History

Read about history in the following resource:
★ Grandpa's Box: Ch. 4 p. 97-32

After today’s reading, say, On Day 4 of each unit, you will be writing a narrative about part of the day's history reading. In order to remember the details very well, you will need to re-read the part of today’s reading from the second paragraph on p. 30 to the bottom of p. 31 (on your own if possible).

After students have finished reading the passage, ask the questions below. If the students do not know the answers, help them find the answers in the passage they just read. Ask: In order to make a new start, what did God send on earth? Why did God send a flood to cover the earth? What reason is given for God sending Noah? How did God save Noah and his family? In what way is Jesus like the ark? What promise did God keep through Noah?

After the questions have been answered, have students dictate a one to three sentence narration about the main idea of the reading. Write the sentences on a mailbox or paper. Direct the students to read the sentences out loud. Ask: Did you include who the reading was mainly about? Did you include what important things happened? Did you include how it ended? If not, how would you add those things?

Then, have the students copy the sentences on paper. A bound composition notebook works well for written narratives.

Key Idea: When God sent the flood to wipe out mankind, He gave all sinners a chance to be saved. But, no one believed except Noah.

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Storytime

Read aloud the following passage:
★ The True Story of Noah’s Ark p. 4-21

Say, Today you’ll be back to the time of this story. Become one of the characters. Tell me what you see and do. (Make sure to use the word, “I,” and to tell only what happened in today’s reading.)

Key Idea: Practice oral narration skills.

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Timeline

You will need 35 index cards cut in half for your timeline this year. You will be making a staircase timeline, one row of cards on top of the next. Choose 12-24 cards to represent approximately one thousand years of history. You may either tape your cards to the back of a door to display your timeline or choose to tape the cards side-by-side to each other. Do not include the names of the people involved.

On your first card, draw and color a tree. Write, Creation (approximately 4000 B.C.).

Note: If you are not the young earth philosopher, you may wish to omit the date on the card. This may be a good time to discuss your family’s view of the age of the earth.

Either tape the card to the back of a door (about halfway down the door and on the left side) or store your card in a zipper bag.

Key Idea: As time passed, man became more and more sinful, until God decided to destroy.

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Independent History Study

On white paper, follow the directions on p. 9-10 from Draw and Write Through History to draw people. Wait to color your drawing until next time. Store your drawing in the place you have chosen for it.

Key Idea: The Bible says that man is created in the image of God. That makes us very special.

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Learning the Basics

Focus: Language Arts, Math, Bible, and Science

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Poetry

Read aloud with the students the poem “The Swing” (see Appendix). Have students share the poem in a special way. Suggestions for sharing the poem include recording it to play for someone, reading it to someone on the phone, photocopying the poem and adding illustrations, reading it to someone at home, putting the poem to music and singing it, using an instrument to tap the meter or rhythm of the poem while reading it, copying the poem on paper.

Key Idea: Share a variety of classic poetry.

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Bible Study

Have students study Psalm 11:2 using the hand motions from Day 1. Have students copy in cursive Psalm 11:2 onto a clean page in their Common Place Book. Students should save the rest of the page blank to add to next week.

Note: A Common Place Book is 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 excerpting text and not for original writing. Bible verses, classic poetry, and passages from excellent literature with beautiful or vivid words are often included. Students will add to the Common Place Book throughout the year.

Lead Me to the Rock CD
Track 4: Song “His Delight” (Ps. 11:2)

Key Idea: Copy in cursive a portion of a Psalm.

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Language Arts

Have students complete one dictation exercise.

Drawn into the Heart of Reading

Help students complete one English lesson.

Beginning Psalms: Lesson 5

Bullying with Diligence: Lesson 4

Your own grammar program

Key Idea: Practice language arts skills.

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Math Exploration

Choose one math option listed below.
★ Singapore Primary Mathematics 2A/2B, 3A/3B, or 4A/4B


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Science Exploration

Read One Small Square: Arctic Tundra p. 10-11. Use the same binder or sketchbook you have chosen for science notebooking. Make a science experiment section. At the top of a blank page, write: How do animals help keep animals warm? Under the question, write: ‘Guess’. Write down your guess.

Run hot water from a faucet into a cup. Place two coins in the hot water for 2 minutes. While the coins are heating, get out 2 ziplock bags. Place a wadded up tissue inside one bag. Leave the other bag empty. Fill a sink partly with cold water. Next, pour the hot water off the coins. Place one coin in each bag, making sure one coin is inside the wadded up tissue. Zip both bags closed and place them in the cold water for 5 seconds. Take the bags out. Open the bags and feel each coin. What do you notice? Why would the coin in the tissue be warmer? Next, on the paper write: Procedure. Draw a picture of the experiment. At the bottom of the paper, write: Conclusion. Explain what you learned from the experiment.

Key Idea: In the arctic, animals like the musk ox and tundra birds have layers to trap their body heat.