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.

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.

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.

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.

Vocabulary words, an experiment, a notebook entry, questions to answer (including Biblical application), and oral narration practice coordinate with the daily independent science readings.

Students will enjoy the poetry of Robert Frost and learning about his life as they read, paint, connect, share, and recite his classic poems.

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.

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

Unit 1 - Day 3

Reading about History
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. In Unit 1 - Box 1, draw and color the Earth. Label II, Creation (4004 B.C.). In Box 2, draw and color an ark. Label it, The Great Flood (2305 B.C.).

Note: If you are not using the living earth, you may wish to omit the dates.

Key Idea: The world was filled with sin.

Storytime
Choose one of the following read aloud options:
- Dinosaurs of Eden p. 26-27
- Read aloud the next portion of the biography that you selected.

After the reading, students will give a summary of oral narration. The oral narration must be no longer than 5 sentences and should summarize the reading. Students narrate their thoughts on the big ideas, rather than on the details.

Key Idea: Summarize the story by narrating.

History Project
Get the flashcard that you saved from Day 2. Fold back the flap labeled g and write, Nebuchadnezzar - son of Nebuchad, lived to be 850. Fold back the flap labeled h and write, Jared - son of Mahalaleel. Lived to be 969. Fold back the flap labeled i and write, Enoch - son of Jared, was a prophet. Token to heaven without dying when 912. Fold back the flap labeled j 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 k and write, Lamech - son of Methuselah. Lived to be 777. Fold back the flap labeled l and write, Noah - son of Lamech. Lived through the Flood and see the birth of Topheth (father of Abram) 10 generations later. Lived to be 950. Glue the back of your flashcard in your Student Notebook in Unit 1 - Box 1.

Key Idea: After 10 generations the Flood came.

Bible Quiet Time
Reading: Choose one option below.
- The Illustrated Family Bible p. 30-33
- 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 fo 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
Listen to What in the World Vol. 1 CD, Track 3: "Early Man." Then, open your Student Notebook to Unit 1. In Box 5, copy in capital Genesis 4:25 and 6:8.

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

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.

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.

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.