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Introduction

Complete Plans

Bigger Hearts for His Glory features 34 units with complete daily plans. These plans are designed to provide an enjoyable, balanced approach to learning. Little preparation is required, and all of the skill areas are covered. Each day of plans is divided into the following 2 parts: “Learning the Basics” and “Learning Through History”.

Learning the Basics

The “Learning the Basics” part of the program focuses on language arts, math, and science. It includes activities for spelling and dictation, scheduled grammar and writing texts, cursive writing and reading choices, narration, storytime genre studies, math, and scheduled science readings with lessons.

Learning Through History

The “Learning Through History” part of the program uses a biographical approach to American history from the 1500’s-1970’s. Students are inspired by stories of American heroes and led to see God’s providence in the history of our nation. The following areas are linked with the history stories: Bible memory work from Proverbs, devotions, Bible study focused on Godly character qualities, art, narration, geography, timeline, vocabulary, notebooking, history activities, poetry study, large motor skills, and visual history books.

Easy to Use

Each unit contains 5 days of instruction. Easy daily plans are divided into 10 boxes, which can be spaced throughout the day as time allows. Subjects are rotated daily, so you are able to cover many areas that might otherwise be neglected, without lengthening your school day.

Quick Activities

Bigger 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 3½ 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 moving, 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. Choose from three different sets of read-alouds, three levels of reading instruction, three different math programs (with two levels each), two cursive handwriting options, two levels of grammar and writing, and spelling or studied dictation – or use your own resources in these areas. No matter what you choose, *Bigger Hearts for His Glory* pulls it all together for you! An Extension Package Schedule in the Appendix extends the areas of history and science to include more advanced reading material. This allows your older students to learn along with your younger students.

Resources

All resources noted in *Bigger Hearts for His Glory* are available from Heart of Dakota Publishing. Order resources online at www.heartofdakota.com, by telephone at (605) 428-4068, or by mail using the printable online order form.

History Resources (Required)

- **A First Book in American History* by Edward Eggleston (Lost Classic Book Company, 1996)
- **Stories of Great Americans for Little Americans* by Edward Eggleston, (Lost Classic Book Company, 1996)
- **The Story of the Wright Brothers and Their Sister* by Lois Mills (Christian Liberty Press, 1995)
- **Journeys in Time: A New Atlas of American History* by Elspeth Leacock and Susan Buckley (Houghton Mifflin Company, 2001)
- **Bigger Hearts for His Glory: Student Notebook* by Carrie Austin and Merlin DeBoer (Heart of Dakota Publishing, 2021, 2nd Edition 2025)

Visual History Set (Provides living books that connect with the history)

- **Visual History Set* (see www.heartofdakota.com for purchase of book set)
- **Visual History Bookmark Set* by Carrie Austin and Shaw Austin (Heart of Dakota Publishing, 2025)

Bible Study (Required copywork and devotional)

**Scripture Copywork: Verses from Proverbs* by Carrie Austin and Shaw Austin (Heart of Dakota Publishing, 2025)

**Little Pillows* by Frances Ridley Havergal (SMF Press)

Reading Choices (Considered a necessary choice)

*If your child is an emerging reader, choose the following emerging reader option.

Emerging Reader's Set 1 and *Daily Reading Schedule* by Carrie Austin (Heart of Dakota Publishing, 2017, Revised 2023)

*If your child is a newly independent reader, choose the following option.

Emerging Reader's Set 2 and *Daily Reading Schedule* by Carrie Austin (Heart of Dakota Publishing, 2023)

*If your child is an independent reader, choose one option below.

1. *Drawn into the Heart of Reading: Level 2/3* by Carrie Austin (Heart of Dakota Publishing, 2000) with the *Level ¾ Boy* or *Level ¾ Girl Book Set*
2. Your own program

Cursive Handwriting Choices (Considered a necessary choice)

Choose one of the following cursive handwriting options to use with this program.

1. *Cheerful Cursive* by Letz and Laura Farmer (Mastery Pub., 2002)
2. *Getty & Dubay Italic: Book D* by Barbara Getty and Inga Dubay (Continuing Education Press, 1994)
3. Your own cursive handwriting program

English and Writing Choices (Considered a necessary choice)

Choose one of the following English and writing options to use with this program.

1. *Preparing to Build: English 2 Pupil Text* (Rod and Staff Publishers, 1983)
2. *Beginning Wisely: English 3 Pupil Text* (Rod and Staff Publishers, 1991)
3. Your own English and writing program

Spelling Choices (Considered a necessary choice)

Choose either the spelling list or the dictation passages provided in the Appendix for use along with the *Bigger Hearts for His Glory* "Language Arts" plans.

Read-Aloud Choices (Considered a necessary choice)

Choose one of the following read-aloud options to use with this program.

1. *Boy Set* (see www.heartofdakota.com for purchase of set)

2. *Girl Set* (see www.heartofdakota.com for purchase of set)
3. *Classic Set* (see www.heartofdakota.com for purchase of set)
4. Your own read-alouds (covering the nine different genres outlined in plans)

Math Choices (Considered a necessary choice)

Choose one of the following math options to use with this program.

1. *Primary Mathematics 2A & 2B, U.S. Edition* by Singapore Ministry of Education (Times Media, 2003) **or** *Primary Mathematics 3A & 3B, U.S. Edition* by Singapore Ministry of Education (Times Media, 2003)
2. *Apologia Math Level 2* or *Level 3* by Kathryn Gomes (Apologia Educational Ministries, Inc., 2020, 2021)
3. *Math with Confidence Grade 2* or *Grade 3* by Kate Snow (Well-Trained Mind Press, 2022, 2023)
4. Your own math program

Science Resources (Considered necessary)

- **Karl, Get Out of the Garden* by Anita Sanchez (Charlesbridge, 2017)
- **The Wonderful World of Nature* by Polly Cheeseman (Arcturus, 2022)
- **Museum of Marvels: Animal Activity Book* by Polly Cheeseman and Vlad Stankovic (Arcturus, 2024)
- **Small Wonders* by Matthew Clark Smith (Two Lions, 2015)
- **Amazing Insects Around the World* by Anthony Hurst (Hurst Publishers, 2025 Printing)
- **The Boy Who Drew Birds* by Jacqueline Davies (Houghton Mifflin Co., 2004)
- **How to Draw Amazing Birds* by Fiona Gowen (Barron's Educational Series, Inc., 2017)
- **The Tree Lady* by H. Joseph Hopkins (Scholastic Inc., 2013)
- **A Pioneer Sampler* by Barbara Greenwood (Houghton Mifflin Co., 1994)
- **The Farm That Feeds Us* by Nancy Castaldo (Quarto, 2021)
- **Into the Deep* by David Sheldon (Charlesbridge Publishing, Inc., 2009)
- **Wonders of the Ocean Realm* by Tricia Goyer and Sherri Seligson (Tyndale House Publishers, 2024)
- **Learn to Draw Sea Creatures* by Robbin Cuddy (Quarto Publishing Group, Inc., 2014)
- **Living Science Nature Journal* by Carrie Austin and Shaw Austin (Heart of Dakota Publishing, 2025)
- **Bigger Hearts for His Glory: Science Kit* by Creature Crew (Creature Crew, 2025) Includes the 5 mini-kits *Amphibians*, *Aves-Birds*, *Insects*, *Coniferous Forest*, *Farm*, and *Shallow to Deep*
- **Flower Garden Growing Kit* by National Geographic (Blue Marble, 2022)

Note: Resources sometimes go out of print or undergo changes. For minor scheduling changes, check the “Updates” portion of our website at www.heartofdakota.com. Lengthier schedule replacements will be sent along with your purchase of the corresponding book or guide from Heart of Dakota.

“Learning Through History” Components

Reading About History

The “Learning Through History” part of the program uses a biographical approach to cover American history chronologically from the 1500’s-1970’s. Students are inspired by stories of American heroes and led to see God’s hand in the history of our nation. History stories are read aloud to the students each day using the following resources: *Stories of Great Americans for Little Americans* and *A First Book in American History* by Edward Eggleston, *The Story of the Wright Brothers and Their Sister* by Lois Mills, and *Journeys in Time* by Elspeth Leacock and Susan Buckley. These stories provide the focus for this part of the plans.

All of these books, except for *Journeys in Time*, are reprints of books from an earlier time period, so the wording may not always be politically correct. However, they have the added benefit of being written with an engaging storytelling style from a perspective much closer to the original events. These benefits allow the reader to overlook the wording from a bygone era. The areas that follow are all linked to the daily stories.

Poetry and Rhymes

A different classic poem is introduced in each unit. Each poem was chosen for its enduring quality and its ability to withstand the test of time. Many famous poets are represented. The poems also reinforce the history theme. Each unit includes the following poetry study activities:

- *Day 1: introduction of the poem and any unfamiliar vocabulary
- *Day 2: questions and discussion related to the meaning of the poem
- *Day 3: instruction on various ways to choral read the poem
- *Day 4: a poetry lesson focusing on poetic devices
- *Day 5: reading of past poems for enjoyment

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

Bible Memory Work

A new memory verse from Proverbs is introduced in each unit. Each memory verse has a practical meaning for young students, and also matches a Godly character quality that is brought out in the history readings. A variety of daily memory activities use gross motor skills to help students enjoy memorizing these important verses. Each week, students will study the character quality, memorize the matching Proverb, and copy the verse in *Scripture Copywork: Verses from Proverbs*.

“Learning Through History” Components

(continued)

Bible Study

Daily Bible study questions are meant to instill Biblical values by training children to read and reflect on God’s word. The questions work best with the King James or NIV version of the Bible. Each unit includes the following Bible study activities in coordination with the history stories:

- *Day 1: introduction of a Godly character quality and interpretation of a corresponding memory verse from Proverbs
- *Day 2: personal application of the Godly character quality
- *Day 3: observation of Godly character through devotional reading
- *Day 4: practical application of the Godly character quality
- *Day 5: exploration of a Bible passage focusing on the Godly character quality

Note: Students will refer to *Scripture Copywork: Verses from Proverbs* to study the character trait and Scripture memory work each unit.

Devotional Activity

One day in each unit lists a text connection from *Little Pillows* by Frances Ridley Havergal. Each devotion is linked to the history theme, and also emphasizes basic Biblical lessons in an understandable way. A related narrative, corresponding Scripture verse, and a quote from a poem or hymn are part of each devotion.

Art Activity

One day in each unit includes an art activity that reinforces the historical theme. These activities help students practice some of the basic skills needed to express themselves and create freely.

Geography Exploration

One day in each unit includes exploration of a geography concept that stems from the history story. Concepts range from learning about the continents and oceans, to learning and applying cardinal directions, tracing the routes of explorers, reading maps, exploring geographical terms, and following directions. The included activities help students gain basic geography skills while learning about the world around them. A world map or globe, and a map of the United States are needed for the geography activities.

History Activity

One day in each unit includes a history activity that reinforces the history story. These hands-on activities are short and engaging and help make the history stories come alive.

“Learning Through History” Components

(continued)

Notebooking

One day in each unit includes a notebooking entry that reinforces the history story. 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. On the notebooking day, no history reading has been scheduled to allow extra time for students to complete the notebook entry.

To complete the notebook entry, each student will need a *Bigger Hearts for His Glory: Student Notebook* available from Heart of Dakota. These full-color notebook pages are designed to coordinate with the history readings and are assigned within the history plans. Each student will need a 3-ring binder with plastic page protectors to store the *Student Notebook* pages.

Vocabulary

One day in each unit includes a vocabulary activity that uses 1-3 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 the *Bigger Hearts for His Glory: Student Notebook* to complete their vocabulary activities.

Timeline Entry

To understand the flow of history, students keep a basic timeline of the major events studied throughout the year. This method helps students get an overall feel for how events fit together. A more formal timeline book will be used when students get older. Students need the *Bigger Hearts for His Glory: Student Notebook* to complete their timeline entries.

“Learning the Basics” Components

Language Arts

For the language arts portion of each unit, daily practice from your choice of cursive handwriting resources is scheduled. If your student is not ready to begin cursive writing, daily copywork using the poems from the Appendix of *Bigger Hearts for His Glory* is recommended instead. Daily lessons in formal grammar, mechanics, usage, and writing are scheduled using **either** *Preparing to Build: English 2* **or** *Beginning Wisely: English 3*. Three days in each unit are also devoted to spelling or dictation.

Handwriting or Copywork

Cursive handwriting practice is scheduled daily using either *Cheerful Cursive* or *Getty & Dubay Italic: Book ‘D’*. Short, daily practice sessions are most effective when learning a new type of handwriting. If you prefer a different handwriting program, just substitute it in place of those that are scheduled.

If your student is not ready to begin cursive writing, daily copywork using the poems from *Bigger Hearts for His Glory* is recommended instead. Guide students to copy a portion of the poem being studied in the unit each day. A different classic poem is introduced each unit.

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.

Some students will be able to copy directly from the typed poems in the Appendix. Other students will need you to write a line or two from the poem on paper for them to copy directly below it.

Copywork sessions should be limited to 5-10 minutes. 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. Copywork assignments can be done in a notebook or on loose-leaf paper to be collected in a binder.

Grammar, Mechanics, Usage, and Writing

Daily lessons from *Preparing to Build: English 2* **or** *Beginning Wisely: English 3* focus on grammar, mechanics, and usage for the purpose of improving writing. Systematic lessons focus on one rule or concept per

“Learning the Basics” Components

(continued)

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 not necessary at the English 2 level, unless you desire an answer key. The Manual is highly recommended for English 3. See the “Table of Contents” in *Preparing to Build: English 2* or *Beginning Wisely: English 3* for a scope and sequence.

Spelling

Three days in each unit include spelling activities to guide students to spell words necessary for writing and daily use. A word list is provided in the Appendix for each unit. Word lists contain words from the Dolch word list, Fry’s word list, and other grade level lists of high frequency words.

Each unit emphasizes one spelling word pattern. Eight words on each list are pattern words. The other two spelling words on each list are target words that do not follow the spelling pattern. Spelling strategies are taught using a multi-sensory approach that emphasizes picturing the word mentally. You will need 10 index cards for each unit and a place to store the cards.

A brief scope and sequence of the spelling patterns is listed by unit below (Number ‘1’ corresponds to Unit 1, number ‘2’ corresponds to Unit 2, etc.):

- 1 - short ‘a’
- 2 - short ‘e’
- 3 - short ‘i’
- 4 - short ‘o’
- 5 - short ‘u’
- 6 - short vowel words ending in double consonants ‘ff’, ‘zz’, ‘ll’, ‘ss’
- 7 - review
- 8 - long ‘o’, ‘y’, and ‘e’ at the end of a word
- 9 - long ‘a’ formed by silent final ‘e’
- 10 - long ‘i’ formed by silent final ‘e’
- 11 - long ‘o’ formed by silent final ‘e’
- 12 - long ‘u’ formed by silent final ‘e’
- 13 - review
- 14 - ‘or’ as in ‘horn’
- 15 - ‘er’ as in ‘her’
- 16 - ‘ir’ as in ‘girl’
- 17 - ‘ar’ as in ‘farm’
- 18 - review
- 19 - long ‘a’ spelled ‘ay’ as in ‘day’
- 20 - long ‘a’ spelled ‘ai’ as in ‘sail’

“Learning the Basics” Components

(continued)

- 21 - long ‘e’ spelled ‘ee’ as in ‘keep’
- 22 - long ‘e’ spelled ‘ea’ as in ‘eat’
- 23 - final ‘y’ that says long ‘e’ as in ‘baby’
- 24 - review
- 25 - long ‘o’ spelled ‘ow’ as in ‘grow’
- 26 - ‘ow’ as in ‘cow’
- 27 - ‘oo’ as in ‘moon’
- 28 - ‘oo’ as in ‘book’
- 29 - ‘aw’ as in ‘saw’
- 30 - ‘oi’ or ‘oy’ as in ‘boil’ or ‘boy’
- 31 - review
- 32 - color words
- 33 - number words
- 34 - days of the week
- Extra: contractions

Note: See the Appendix for actual word lists for each of the spelling patterns listed above. If your child can already spell most of the words on the included spelling lists, choose to do dictation instead.

Dictation

The dictation passages are for use with students who have mastered the basic spelling words in the provided lists. The dictation passages are found in the Appendix after the spelling lists. Permission is granted for you to make copies of the “Dictation Passages Key” to log your children’s progress in dictation. A wide-lined bound composition book is needed for dictation.

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.

Storytime

Daily storytime sessions are based on literature that is read aloud from the following nine genres: Biography, Adventure, Historical Fiction, Fantasy, Mystery, Nonfiction, Humor, Realistic Fiction, and Folk Tale. Each type of literature is read aloud for 20 days, except for Folk Tale which is read aloud for 10 days.

“Learning the Basics” Components

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The instructions and activities are written to be used with any literature. This flexibility allows you to use your own discretion in selecting literature to read aloud to your students. The structure also allows you to select the pace at which you complete your read-aloud selection.

For ease of use, Heart of Dakota sells three different read-aloud packages (Boy Set, Girl Set, and Classic Set) for use with the “Storytime” plans on the website www.heartofdakota.com. Alternatively, a suggested list of read-aloud titles is provided in the Appendix. It is an optional list to help you choose literature for each genre to read-aloud. Each book on the list was very carefully chosen as an excellent read-aloud for this listening level.

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

- *Day 1: introduce and study different types of literature
- *Day 2: model narration to foster comprehension
- *Day 3: identify and analyze a different story element for each genre
- *Day 4: relate personally to one Godly character trait, compare Biblical and book characters, and make a bookmark as a reminder of the trait
- *Day 5: practice narration by retelling the story

Note: For help with oral narrations, see the “Narration Tips: Teacher’s List” and “How to Narrate: Student’s List” in the Appendix.

Reading

A reading instruction reminder is listed in the plans daily. If your child is an emerging reader, follow the *Emerging Reader’s Set 1 Schedule*. If your child is a newly independent reader, follow the *Emerging Reader’s Set 2 Schedule*. If your child is an independent reader, choose *Drawn into the Heart of Reading: Level 2/3* along with the *Level ¾ Boy or Girl Book Pack*, or use your own reading program. An “Overview of Reading Choices” is provided in the Appendix of *Bigger Hearts for His Glory*. All of these reading options with their books and resources are available from Heart of Dakota.

Math Exploration

Bigger Hearts for His Glory offers a choice of *Singapore Primary Mathematics*, *Apologia Math*, or *Math with Confidence*. A math instruction reminder is listed in the plans daily. Both *Apologia Math* and *Math with Confidence* come with their own 4-day a week plan for math within their

“Learning the Basics” Components

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respective Teacher’s Guides. Both are excellent programs with a strong hands-on component. Either Level 2 or Level 3 is recommended for use with *Bigger Hearts for His Glory*.

Singapore Primary Mathematics 2A/2B comes with its own daily schedule available through Heart of Dakota with hands-on activities. These activities use concrete objects to introduce mathematical concepts through guided exploration. The activities replace the *2A/2B Textbooks* and provide a needed hands-on component for math at the primary level. A daily schedule for *Singapore Primary Math 3A/3B* is located in the Appendix of *Bigger Hearts for His Glory*.

If you have a different math program that you are already comfortable using, feel free to substitute it for the “Math Exploration” part of the plans.

Science Exploration

Daily science readings and follow-ups are scheduled using the books, activities, and kits contained in the Science Package. Reading material is meant to be shared between teachers and students. The resources are sold as a set in the **Science Package**, or individually, at www.heartofdakota.com. This package includes these engaging resources:

- *Karl, Get Out of the Garden* by Anita Sanchez
- *The Wonderful World of Nature* by Polly Cheeseman
- *Museum of Marvels: Animal Activity Book* by Polly Cheeseman and Vlad Stankovic
- *Small Wonders* by Matthew Clark Smith
- *Amazing Insects Around the World* by Anthony Hurst
- *The Boy Who Drew Birds* by Jacqueline Davies
- *How to Draw Amazing Birds* by Fiona Gowen
- *The Tree Lady* by H. Joseph Hopkins
- *A Pioneer Sampler* by Barbara Greenwood
- *The Farm That Feeds Us* by Nancy Castaldo
- *Into the Deep* by David Sheldon
- *Wonders of the Ocean Realm* by Tricia Goyer and Sherri Seligson
- *Learn to Draw Sea Creatures* by Robbin Cuddy
- *Living Science Nature Journal* by Carrie Austin and Shaw Austin
- *Bigger Hearts for His Glory: Science Kit* by Creature Crew (Includes the 6 mini-kits *Amphibians*, *Birds-Aves*, *Insects*, *Coniferous Forest*, *Farm*, and *Shallow to Deep*)
- *Flower Garden Growing Kit* by National Geographic

“Learning the Basics” Components

(continued)

These books, activities, and kits provide the focus for the “Science Exploration” part of the plans. The area of life science is emphasized, but earth and physical science are explored as well. Students will discover animals, birds, insects, and trees through *The Wonderful World of Nature* and other coordinating living books. They will learn about farm life as they follow a backwoods pioneer family through a year of farming in *Pioneer Sampler*, and tour a modern farm through *The Farm that Feeds Us*. Finally, students will explore sea creatures and the ocean biome from shallow to deep in the *Wonders of the Ocean Realm*.

Students will complete animal-themed activities in *Museum of Marvels: Animal Activity Book*, color *Amazing Insects Around the World*, learn *How to Draw Amazing Birds* as well as *Learn to Draw Sea Creatures*, and practice written narrations, sketching, and copywork in the *Living Science Nature Journal*. Scripture copywork is integrated throughout the year to tie the study of science to the Bible in a meaningful way.

Students will also perform quick, hands-on experiments and activities using the *Bigger Hearts for His Glory: Science Kit* and the *Flower Garden Growing Kit*. Most supplies are provided in the kits. A list of unique recipe items and additional needed supplies comes along with the purchase of the *Bigger Hearts for His Glory: Science Kit*. Vibrant mini-magazines direct you through the kit with creature-themed recipes, activity pages, step-by-step crafts, experiments, hands-on projects, color-coded animal and habitat cards, animal footprint stickers to track where creatures live, and a “Habitats of the World” wall map.

Students will model the tree frog’s life cycle, create a luminescent firefly, track the arctic tern’s migration, experiment with pine cone seeds, construct an alpaca (with real alpaca wool), form a beeswax candle, learn about a sea star, study the angler fish – and much more. Six exciting creature collectible surprises are also included!

Parent interactions vary from reading aloud living science books to listening to oral narrations to guiding early written narrations to helping with experiments and activities to discussing the scientific process. The bulk of the science plans are designed for the teacher and student to share. Suggestions are given in the plans to designate whether readings and activities are expected to be completed with the teacher, semi-independently, or independently.

“Learning the Basics” Components

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An answer key is provided at the back of *Museum of Marvels: Animal Activity Book* and at the back of the mini-magazines within the *Bigger Hearts for His Glory: Science Kit*. All other work will be completed in *Amazing Insects Around the World* or the *Living Science Nature Journal*. A “Scientific Method Form” is provided in the Appendix and may be referred to or reproduced for students to discuss the scientific process with a parent when listed in the plans. For help with oral narrations, an oral narration prompt is provided in the daily plans. Also, see the “Narration Tips: Teacher’s List” and “How to Narrate: Student’s List” in the Appendix.