

Learning Through History

Focus: Creation to Noah

Unit 1 - Day 1



Reading about History T

Read about history in the following resource:

★ *Grandpa's Box: Ch. 1 p. 9-14*

Note to Parents: You may also wish to read p. 281-282 for more information.

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 war Grandpa could be talking about.* (evaluation) *Predict who 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.



History Project S

In this unit you will be designing a shield of faith and your own coat of arms to place on it. From a 9 x 12 sheet of white paper, cut out a paper shield. You will use this paper shield 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 shield that you cut out, sketch with pencil a design using symbols of faith to be your coat of arms. Do not color 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.



Storytime T

Read aloud the following assigned passage:

★ Ephesians 6:10-20

Discuss today's reading in a "conversational way". Share about a person, time, event, or emotion from your life that today's passage brought to mind. Next, have your child share a connection.

Key Idea: Connect personally to the passage.



Research S

Ephesians 6:10-17 talks about the armor of God. In verse 16, what piece of armor is mentioned? A shield often had a coat of arms on it. 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 *coat 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.

Orally answer one or more of the following questions from your research: *What is a coat of arms? Which types of designs were used to make a coat of arms? What color patterns were used when making a coat of arms? Who designed the coat of arms?*

Key Idea: The shield of faith protects Christians from the arrows of the enemy. A shield's coat of arms identifies a soldier. Can people identify that you are a Christian?



Picture the Past: Independent Study I

★ Read *I Really, Really, Really Want Answers About Noah* p. 3-5. Next, read *Draw and Write Through History* p. 4-5. Then, open your *Visual History Notebook* to Unit 1 – Box 1. Follow the directions given on p. 6-7 of *Draw and Write Through History* to draw and color plants and trees in Unit 1 – Box 1 of the *Visual History Notebook*.

Key Idea: The history of Earth began with creation, which showed God's mighty power. God created a perfect world that was free of disease, pain, suffering, and death.

Learning the Basics

Focus: Language Arts, Math, Bible, and Science

Unit 1 - Day 1



Poetry

T

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 feeling 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

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:

★ *Beginning Wisely:* Lesson 2

★ *Building with Diligence:* Lesson 1

★ Your own grammar program

Key Idea: Practice language arts skills.



Bible Study

T

Read aloud *Pilgrim’s Progress: A Poetic Retelling* p. 9 – middle of p. 10. Then, say, *What did the author see as he dreamed? How was the man that he saw described? What is the burden on the man’s back? How did the man feel about his burden? Tell what you think the Book might be.* Next, get *Quest Scripture Card 1*. Say, *This is the memory selection for this unit. Read the verse on the card out loud.* Have students say the verse 3 times, adding hand motions to help remember the words. Ask, *In Psalm 38:4, what is the heavy burden? Do you ever feel guilty or weighed down by your sins?* Look up Romans 3:23. Say, *According to Romans 3:23, who is guilty of sin? When we feel guilty from our sin, what does 1 John 1:9 say we should do?*

Key Idea: As *Pilgrim’s Progress* opens, the author tells about a dream he had of a poor man reading a Book that showed his reflection was dark with sin. The burden of sin grew.



Math Exploration

S

Choose **one** of the math options listed below.

★ *Singapore Primary Mathematics 3A/3B or 4A/4B* (see Appendix for schedules), or *Math with Confidence*, or *Apologia Math*

★ Your own math program

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



Science Exploration

I

★ Read *One Small Square: Arctic Tundra* p. 3-5. 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 paper, copy Genesis 8:22 in cursive. Beneath the verse, draw or trace the map from p. 48 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

Unit 1 - Day 2



Reading about History

T

Read about history in the following resource:

★ *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 5:14 tell you about death and the law? In Romans 5:14, what pattern does it say Adam set that all mankind follows? Have we followed in the pattern of sinfulness? How does the law help us see our sin? Since we are all sinful, we will all die someday, 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: Grandpa pointed out to Marc and Amy that God cannot be taken by surprise. He knew Adam and Eve would sin.



History Project

S

Take out the coat of arms that you saved for your shield of faith from Day 1. Choose one or two main colors to brightly 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 or defense against Satan.



Storytime

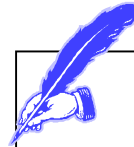
T

Read aloud the following assigned passage:

★ Genesis 3:1-24

Ask, *In today's reading, how were people's lives 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

T

Open the *Preparing Hearts for His Glory Student Notebook* to "**Section 2: Vocabulary**". On the Unit 1 "Vocabulary Dictionary" page, select 3-5 vocabulary words. These words are from today's history reading. For words labeled "Guess the Meaning," have students read the example sentence and write a "Guess" for the word's meaning. For all other words in Unit 1, have students read the example sentence, look up the word in a dictionary, find and copy the correct definition, draw a picture to demonstrate the word in the white space, and write their own sentence using the word.

You may also read the Unit 1 words in context on the following pages in *Grandpa's Box: memorials* (p. 15), *warfare* (p. 16), *allies* (p. 17), *traitor* (p. 17), and *rebelled* (p. 18).

Key Idea: God had a plan for dealing with man's sin. He warned us there would be pain and sadness, but He also promised a Savior.



Picture the Past: Independent Study

I

★ Read *I Really, Really, Really Want Answers About Noah* p. 6-7. Next Follow the directions in *Draw and Write Through History* p. 8 to draw and color a dinosaur in Unit 1 – Box 2 of the *Visual History Notebook*.

Key Idea: When sin entered the world, death entered the world too. All of creation was affected. After Adam and Eve sinned, they had to leave God's presence and their garden home.

Learning the Basics

Focus: Language Arts, Math, Bible, and Science

Unit 1 - Day 2



Language Arts

T

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, *You will be doing a writing activity based on the poem, "The Swing" (see Appendix).* Ask, *What does the child in the poem see as he's going up in the air? What does the child in the poem see as he's looking down?* At the top of a markerboard or a paper, make 2 columns: "*Going Up in the Air*" and "*Coming Down*". Ask students to look out the window and imagine they are swinging in the yard. Ask, *What would you see on the way up in the air?* Write down the students' ideas. Repeat the activity for "*Coming Down*".

Say, *You will use the list we made to help you rewrite lines 7, 8, 9, and 10 of "The Swing".* Read the first 6 lines of the poem together. On paper, write, "___ and ___ and ___ and all". This will be line 7. 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 "Till I look down on the ___". Have students fill in the blank with something from the list that they would see on the way down. For line 10, write, "Down on ___". Have students fill in the blank with one more thing they would see on the way down.

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

T

Have students say the verse on *Quest Scripture Card 1* using the hand motions they added on Day 1. Next, read aloud *Pilgrim's Progress: A Poetic Retelling* middle of p. 10-13. Then, say, *In what city did Christian live? (Hint: See the chapter title.) Why might the city be called the City of Destruction? If no one in the city reads the Book (God's Word), what hidden danger does the city have? How do Christian's wife and children react to the Book's words? What does Christian cry out as he reads the Book?* Read Acts 16:30. Say, *What does Acts 16:31 say we should do to be saved?*

Next, find Christian on the *Pilgrim's Progress Character Chart*. Help your students write a few descriptive words about Christian.

Last, pray with your children that they will desire to read God's Word. Pray that if they need counsel they will seek out wise Christian counsel and that they will see their need for a Savior.

Key Idea: Christian wanted to know what he needed to do to be saved from his sin.



Math Exploration

S

Choose **one** of the math options listed below.

- ★ *Singapore Primary Mathematics 3A/3B* or *4A/4B* (see Appendix for schedules), or *Math with Confidence*, or *Apologia Math*
- ★ Your own math program

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



Science Exploration

S

★ 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 for help as needed.

Key Idea: In the Arctic tundra, animals and plants need special adaptations to stay alive. Even trees do not grow to their full-size on the frozen tundra.

Learning Through History

Focus: Creation to Noah

Unit 1 - Day 3



Reading about History T

Read about history in the following resource:

★ *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 T

Read aloud the following assigned passage:

★ Genesis 4:1-15

Ask, *In what does the main character place his faith? 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 of by today's reading.*

Key Idea: Share a Biblical connection.



History Project S

Get the symbols you cut out for your shield of faith on Day 2. A coat of arms often used 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 narrow your choices down to the three best contrasting colors. Then, choose the colored background you like the best. Once you have selected the color for the background, cut it out in the shape of a shield. Glue on your symbols. You have created a coat 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?



Geography S

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. One review quick find will also be included each unit for extra practice on key concepts.

Using a map or globe, have an adult help you 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 found?*

Review the following concept: *Point to and name the 7 continents.*

Then, read *Indescribable Atlas Adventures* "Introduction" p. 4-5 and view the "World Map" on p. 6-7.

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



Picture the Past: Independent Study I

★ Read *I Really, Really, Really Want Answers About Noah* p. 8-9. In Unit 1 – Box 3 of the *Visual History Notebook*, copy in cursive by tracing the **first** paragraph of *Draw and Write Through History* p. 12. You will copy the other two paragraphs from *Draw and Write Through History* on a different day.

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

Unit 1 - Day 3



Poetry

T

Read aloud with the students the poem “*The Swing*” (see Appendix). Say, *Describe a time you have been somewhere like this or felt like this. What can you learn about the poet, Robert Louis Stevenson, from the poem? Say, Did you know, Robert Louis Stevenson was a sickly child and often had to stay in bed? He longed to be 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

S

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

★ *Building with Diligence:* Lesson 3

★ Your own grammar program

Key Idea: Practice language arts skills.



Bible Study

S

Say, *You will be having your own quiet time with God today. Choose a quiet place for this special time, where you can be alone with God. Then, do the following things:*

1. Read Psalm 38:4 in your own Bible.
2. Recite *Quest Scripture Card 1* using the hand motions you added on Day 1.
3. Write the “Copywork Passage” in cursive on the provided lines on the back of *Quest Scripture Card 1*.
4. Pray about the verse using the following beginning for your prayer:
I’m sorry for the times when I sin, like when I _____ or when I _____.
Thank you for taking the burden of my sin away. Help me to _____.
5. Then, add a sticker to space 1 on the *Pilgrim’s Progress Quest Chart*.

Key Idea: When Christian read God’s Book, he became burdened by the guilt of his sin. He wanted to know what to do to be saved.



Math Exploration

S

Choose **one** of the math options listed below.

★ *Singapore Primary Mathematics 3A/3B or 4A/4B* (see Appendix for schedules), or *Math with Confidence*, or *Apologia Math*

★ Your own math program

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



Science Exploration

I

★ 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’ bodies 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 foot. (p. 8)
4. Describe what makes a ptarmigan’s foot special. (p. 8)
5. What does Job 12:7-10 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

Unit 1 - Day 4



Reading about History

T

Read about history in the following resource:

★ *Grandpa's Box: Ch. 4 p. 27-32*

After today's reading, say, *On Day 4 of each unit, you will be writing a narration about part of the day's history reading. Reread Grandpa's Box from the second paragraph on p. 30 to the bottom of p. 31 (on your own if possible) to recall the details.*

After students have finished reading the passage, ask them 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 saving 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 markerboard 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 thing(s) happened? Did you include **how** it ended? If not, how could you add those things?*

Next, have students open their *Preparing Hearts for His Glory Student Notebook* to "**Section 1: Written Narrations**". In Unit 1 – Box 2 of that section, have students copy the sentences that they dictated to you.

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.



Storytime

T

Read aloud the following assigned passage:

★ *The True Story of Noah's Ark p. 4-21*
Say, *Transport yourself 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.



Timeline

S

Open the *Preparing Hearts for His Glory Student Notebook* to "**Section 3: Timeline**". You will use the "Timeline Cards" to make a staircase timeline like the one on p. xvii of *A Child's History of the World*. Each row of cards will represent a part of history. You may **either** tape your cards to the back of a door to display your timeline **or** tape the cards side-by-side to each other and accordion-fold them to store. Plan for 7 rows of cards. Each row will have 8-10 cards. Rows will need to be angled to fit properly on a door. Cut out the timeline card for Unit 1 from the *Student Notebook*. Draw and color a tree on the card labeled, *Creation*. On the card, write, *(approximately 4000 B.C.)*. Note: If you are not of the young earth philosophy, you may wish to omit the date. This may be a good time to discuss your family's view on the age of the earth. Either tape the card to the back of a door (near the bottom of the door and on the left side) **or** store your card in a ziploc bag.

Key Idea: As time passed, man became more and more sinful, until God decided to destroy His Creation. But, God kept Noah faithful.



Picture the Past: Independent Study

I

★ Read *I Really, Really, Really Want Answers About Noah* p. 10-13. Follow the directions on p. 9-10 of *Draw and Write Through History* to draw people in Unit 1 – Box 4 of the *Visual History Notebook*. Wait to color your drawing until next time.

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

Learning the Basics

Focus: Language Arts, Math, Bible, and Science

Unit 1 - Day 4



Poetry

T

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

Key Idea: Share a variety of classic poetry.



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.

★ *Beginning Wisely:* Lesson 5

★ *Building with Diligence:* Lesson 4

★ Your own grammar program

Key Idea: Practice language arts skills.



Bible Study

T

Follow the instructions below to guide students in a Hymn Study.

Story of the Hymn-Writer:

Read aloud p. 15-16 in *Hymns for a Kid's Heart: Volume Two*.

Music:

Refer to p. 18 as you sing with Track 1 “*Praise to the Lord, the Almighty*” (verse 1).

Scripture Verse:

Read aloud “A Verse for My Heart” on p. 19.

Prayer:

Pray “A Prayer from My Heart” on p. 19.

Key Idea: Guide students in a Hymn Study.



Math Exploration

S

Choose **one** of the math options listed below.

★ *Singapore Primary Mathematics 3A/3B or 4A/4B* (see Appendix for schedules), or *Math with Confidence*, or *Apologia Math*

★ Your own math program

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



Science Exploration

I

★ 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 layers help to keep animals warm?* Under the question, write: ‘Guess’. Write down your guess.

Run hot water from a faucet into a cup. Place 2 coins in the hot water for 2 minutes. While the coins are heating, get out 2 ziploc bags. Place a wadded up tissue inside one bag. Leave the other bag empty. Fill a sink partway with cold water. Next, pour the hot water off of 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 without the tissue be colder? 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 help trap their body heat.