

Table of Contents

	Section
Introduction	Introduction
Creation to Noah Language Arts, Math, Bible, and Science	Unit 1
Life After the Flood Language Arts, Math, Bible, and Science	Unit 2
People Spread Out Language Arts, Math, Bible, and Science	Unit 3
The Climate Changes Language Arts, Math, Bible, and Science	Unit 4
Egyptian Civilization Language Arts, Math, Bible, and Science	Unit 5
The Israelites in Egypt Language Arts, Math, Bible, and Science	Unit 6
Moses Leads Israel Out of Egypt Language Arts, Math, Bible, and Science	Unit 7
The Israelites in the Promised Land Language Arts, Math, Bible, and Science	Unit 8
The Greeks at the Time of King David Language Arts, Math, Bible, and Science	Unit 9
Early Greece and Rome Language Arts, Math, Bible, and Science	Unit 10
The Israelites Worship Idols Language Arts, Math, Bible, and Science	Unit 11
The Israelites in Babylon Language Arts, Math, Bible, and Science	Unit 12
Babylon Is Conquered by Medes and Persians Language Arts, Math, Bible, and Science	Unit 13

India, China, Greece, and Rome	Unit 14
Language Arts, Math, Bible, and Science	
Coming into the Golden Age of Greece	Unit 15
Language Arts, Math, Bible, and Science	
Alexander the Great Conquers the World	Unit 16
Language Arts, Math, Bible, and Science	
Rome Rises as Greece Falls	Unit 17
Language Arts, Math, Bible, and Science	
The Savior Arrives on Earth	Unit 18
Language Arts, Math, Bible, and Science	
Jesus' Death and Resurrection	Unit 19
Language Arts, Math, Bible, and Science	
The Spread of the Gospel	Unit 20
Language Arts, Math, Bible, and Science	
The Christians Are Persecuted	Unit 21
Language Arts, Math, Bible, and Science	
Roman Emperors and Christianity	Unit 22
Language Arts, Math, Bible, and Science	
Barbarians Attack	Unit 23
Language Arts, Math, Bible, and Science	
World Religions Spread	Unit 24
Language Arts, Math, Bible, and Science	
The Middle Ages	Unit 25
Language Arts, Math, Bible, and Science	
Pirates, Pilgrimages, and Princes	Unit 26
Language Arts, Math, Bible and Science	
East Meets West	Unit 27
Language Arts, Math, Bible, and Science	
Age of Exploration	Unit 28
Language Arts, Math, Bible, and Science	
The Renaissance Begins	Unit 29
Language Arts, Math, Bible, and Science	

Age of Elizabeth	Unit 30
Language Arts, Math, Bible, and Science	
Wars and Revolutions	Unit 31
Language Arts, Math, Bible, and Science	
Napolean Arrives on the Scene	Unit 32
Language Arts, Math, Bible, and Science	
The Age of Inventions	Unit 33
Language Arts, Math, Bible, and Science	
World War I and II	Unit 34
Language Arts, Math, Bible, and Science	
Nations Rise and Nations Fall	Unit 35
Language Arts, Math, Bible, and Science	
Appendix	Appendix
Bibliography: Storytime Titles	
Bibliography: Visual History Set	
Extension Pack Schedule	
Science Lab Form	
Narration Tips	
Written Narration Skills	
Dictation Passages (three different levels)	
Math Schedules: <i>Primary Mathematics 3A/3B</i> and <i>4A/4B</i>	
Poetry for Units 1-35	
List of Other Books by This Author	

Introduction

Complete Plans

Preparing Hearts for His Glory features 35 units with complete daily plans. Each unit lasts 4 days, which gives you the 5th 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 Pilgrim’s Progress and the story of the Prodigal Son, a Hymn Study, 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. 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 resources noted in *Preparing Hearts for His Glory* are available from Heart of Dakota Publishing. Resources may be ordered online at www.heartofdakota.com, by mail using the printable online order form, or by telephone at (605) 428-4068. Resource titles are listed below.

History and Geography Resources (Required)

**A Child's History of the World* by V. M. Hillyer (BN Publishing, 2012)

Note: This text is available in several versions, but only the 2012 version matches the page numbers in this guide and includes needed end chapters.

**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)

**Indescribable Atlas Adventures* by Louie Giglio (Tommy Nelson, 2024)

**Preparing Hearts Student Notebook* by Heart of Dakota (Heart of Dakota Publishing, 2020)

Note: The required History, Geography, and Bible resources (along with the *Preparing Hearts for His Glory* guide) are sold as an **Economy Package**, or individually, at www.heartofdakota.com.

Bible Resources (Required)

- **The Pilgrim's Progress: A Poetic Retelling* by Rousseaux Brasseur (Harvest House Publishers, 2020)
- **The Long Road Home* by Sarah Walton (Crossway, 2024)
- **Pilgrim's Progress Quest Charts* by Shaw Austin (Heart of Dakota, 2025)
- **Pilgrim's Progress Character Charts* by Shaw Austin (Heart of Dakota, 2025)
- **Long Road Home Quest & Character Charts* by Shaw Austin (Heart of Dakota, 2025)
- **Quest Souvenir Bookmark* by Morgan Austin (Heart of Dakota, 2025)
- **Quest Scripture Cards* designed by Shaw Austin (Heart of Dakota, 2025)
- **Hymns for a Kid's Heart: Volume Two* by Bobbie Wolgemuth and Joni Eareckson Tada (Heart of Dakota Publishing, 2012)

Visual History Set (Provides needed training in independence using living books that connect with history)

- **Visual History Set* (see Appendix for book descriptions)
- **Picture the Past: Visual History Notebook* by Merlin DeBoer (Heart of Dakota Publishing, 2025)

Note: The needed Visual History resources are sold as a **Visual History Set**, or individually, at www.heartofdakota.com.

Science 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)
- **Louis Pasteur and the Fight Against Germs* by Lisa Zamosky (Teacher Created Materials, 2008)
- **Albert Einstein: Young Thinker* by Marie Hammontree (Simon & Schuster Children's Publishing, 1986)

Note: The required Science resources are sold as a **Science Package**, or individually, at www.heartofdakota.com.

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 3A/3B or 4A/4B: U.S. Edition* by Singapore Ministry of Education (Times New Media, 2003)

2. *Apologia Math Level 3 or 4* by Kathryn Gomes (Apologia Educational Ministries, Inc. 2021, 2022)

3. *Math with Confidence Level 3 or 4* by Kate Snow (Peace Hill Press, 2023, 2024)

4. Your own program

Note: The resource choices are sold as packages, or individually, at www.heartofdakota.com.

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 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 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

A 3-ring binder with a place to insert a cover page is needed for storing the *Student Notebook* pages.

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 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

“Learning Through History” Components

(continued)

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 *Preparing Hearts for His Glory: Student Notebook* to complete the vocabulary activities.

Geography

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 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.

Additional days throughout the guide schedule *Indescribable Atlas Adventures* by Louie Giglio to connect geography to the history stories. As students journey through seven continents and over 50 countries, they will learn new facts about countries, identify landforms, view wild animals, meet fascinating people, and see God’s fingerprints everywhere! If your students are able to read this atlas independently, encourage them to do the assigned readings on their own as scheduled in *Preparing Hearts for His Glory*.

Timeline Entry

To understand the flow of history, students keep a basic timeline of the major events studied throughout the year. Students will use the cards within the *Preparing Hearts for His Glory: Student Notebook* 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*. 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 7 rows of cards. Each row will have 8-10 cards. Rows will need to be angled to fit properly on a door.

“Learning Through History” Components

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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!

Picture the Past

Daily independent history assignments are scheduled using real books that correspond with the historical time periods being studied. These books are contained in the Visual History Set. This important package is used to train students to work independently as it enhances the study of history.

The Visual History Set gives your child 23 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 **Visual History Set**, or individually, at www.heartofdakota.com.

Oral narration, copywork, sketching, notebook entries, and Biblical connections round out the independent readings. At this age, notebook entries are limited to copying, listing, 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, and copywork aids are provided within the notebook. Notebook entries are done within the *Picture the Past: Visual History Notebook*. A 3-ring binder with a place to insert a cover page is needed for storing the *Visual History Notebook*.

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

“Learning Through History” Components

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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:

- *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
- *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

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. 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

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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 include a reading instruction reminder for *Drawn into the Heart of Reading*. Independent readers who are easily reading chapter books are ready for *Drawn into the Heart of Reading*. This reading program is multi-level and is available for students in levels 2-8. The program 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 purchase one of these coordinating book sets: *Level 3/4 Boy Set*, *Level 3/4 Girl Set*, *Level 4/5 Boy Set*, *Level 4/5 Girl Set*, or the *Sample Book Ideas List*. Packages for *Drawn into the Heart of Reading* are available at www.heartofdakota.com.

“Learning the Basics” Components

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Note: If your child is still gaining confidence as an independent reader, and is not quite ready for *Drawn into the Heart of Reading*, choose the *Emerging Reader’s Set 2* books and follow the *Emerging Reader’s Set 2 Daily Schedule* instead. This collection of well-loved books is designed for your student to read to you. It works well for children who can read beginning chapter books. The books in the set gradually increase in difficulty throughout the year to strengthen your child’s reading ability. This set of books is available along with its accompanying schedule, questions to ask, and a progress chart from Heart of Dakota.

Bible Study

This inspiring daily Bible study combines a poetic retelling of *Pilgrim’s Progress* along with the prodigal son’s journey in *The Long Road Home*. Progress charts with stickers, colorful character sheets, and corresponding Scripture cards accompany these readings and bring them to life.

Read and discuss *Pilgrim’s Progress* and *The Long Road Home* using heartfelt questions that encourage students to reflect upon God’s Word. As Christian heads toward the heavenly kingdom and Wander finds his way back home, students will learn Biblical lessons they can apply in their own lives.

Memorize key verses that match those highlighted in *Pilgrim’s Progress* and *The Long Road Home*. Students will use the *Quest Scripture Cards* to picture the verse in their mind by referring to it each day. Then, they will flip the card over to copy the verse and commit it to memory.

Using our *Quest Pathway Charts* and *Character Charts*, students will experience the journey with Christian and Wander. On their travels, students will place a sticker on the path for each verse they memorize using our *Quest Scripture Cards*. Next, students will use our *Character Charts* to identify the friends and foes the characters meet along the way.

Hymn Study

Learn 12 of the greatest hymns ever composed with *Hymns for a Kids’ Heart: Volume Two*. This beautiful, full-color book and fully-orchestrated audio set includes richly orchestrated music, hymn-writers’ stories, heartfelt prayers, Scripture verses, and printed sheet music.

“Learning the Basics” Components

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Math Exploration

A math instruction reminder is listed in the plans daily. *Preparing Hearts for His Glory* offers a choice of *Singapore Primary Mathematics*, *Apologia Math*, or *Math with Confidence*. Both *Apologia Math* and *Math with Confidence* come with their own 4-day a week plan for math with their respective Teacher’s Guides. Either *Level 3* or *Level 4* is recommended for use with *Preparing Hearts for His Glory*. Schedules for *Singapore Math 3A/3B* and *4A/4B* are located in the Appendix of *Preparing Hearts for His Glory*. Both an “A” and a “B” set are needed for a full year of Singapore math instruction. For placement, go to www.singaporemath.com and click “placement” for a free math placement test. Choose the U.S. version of the test. Or, 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.

Independent Science Exploration

Daily independent science readings are scheduled using real books contained in the Science 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 Package**, or individually, at 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
- *Louis Pasteur and the Fight Against Germs* by Lisa Zamosky
- *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

“Learning the Basics” Components

(continued)

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.

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.