

Learning Through History

Focus: Columbus Discovers America

Unit 1 - Day 1

Reading About History



Read about history in the following resource:

★ *A First Book in American History*
Chapter I: p. 1-3

Key Idea: Columbus believed the Earth was round. He wanted to find a faster route to get to China in Asia. Columbus believed he could reach China by sailing west across the Atlantic Ocean. This was a brave, new idea.

Poetry



Read aloud the poem “*Four by the Clock*” (see Appendix) to the students. After reading the poem, point out the special words defined at the bottom of the poem. Discuss any other words in the poem that the students may not know. Read the poem again with the students.

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



Geography

Say, *A globe is a model of the Earth. It is much smaller than the Earth, but it is the same shape as the Earth. The Earth is made up of land and water. The land consists of seven continents. What is a continent? (A large body of land surrounded by water.)*

Say, *Find North America. Trace the outline of it with your finger. Repeat this tracing activity with South America, Africa, Australia, Europe, Asia, and Antarctica.*

Ask, *On which continent is Portugal found? (Europe) Which continent did Columbus want to reach by sailing from Portugal across the Atlantic Ocean? (Asia) Which continents were in Columbus’ way of reaching China by sailing west? (North America and South America) Do you think the explorers in Columbus’ time knew there were seven continents? Why, or why not? How many oceans are there in the world? Outline the four oceans with your finger. Have students outline the Pacific, Atlantic, Indian, and Arctic Oceans. Ask, Which ocean is the largest? (Pacific Ocean) Do you think the explorers in Columbus’ time knew there were four oceans? Why, or why not? What would it be like to sail away on an ocean if you didn’t know the size of it or the distance to land?*

Key Idea: Maps in Columbus’ time looked very different from the maps we have now. Explorers were still learning about the Earth, so maps were not accurate.



Bible Study

Open to Unit 1 of *Scripture Copywork: Verses from Proverbs*. Say, *In this unit, you will be studying the character trait persistence. What does it mean to be persistent?* Next, read aloud Proverbs 2:3-5 in *Scripture Copywork: Verses from Proverbs* Unit 1 or in your Bible. Say, *This is the memory selection for this unit. In Proverbs 2:3, who are you supposed to ask for insight and understanding? How does Proverbs 2:3 say you should ask God for these things? Why would it take persistence to look for silver or search for hidden treasure? If you are persistent in calling out to God, what does Proverbs 2:5 say you will find? Does everyone find the knowledge of God? Why, or why not?* Say the verses together 3 times. Add hand motions to help students remember the words.

Key Idea: Columbus went to Portugal to persistently pursue his dream of finding a new route to Asia.



Picture the Past

Read aloud *The Discovery of the Americas* p. 3-9. Then, orally discuss questions 1-2 on the *Visual History Bookmark*.

Note: Scientists don’t agree on how or when the Ice Age occurred on Earth, nor do they agree when the first people arrived in the Americas. The Bible doesn’t specifically date these two events either. You may discuss or omit the years given as guesses on p. 5 and p. 7.

Learning the Basics

Focus: Language Arts, Math, and Science

Unit 1 - Day 1



Language Arts

Have students complete **one** of the cursive handwriting options below.

- ★ *Cheerful Cursive* p. 1 **or** *Italic D* half of p. 2

Complete **one** of the English options below.

- ★ *English 2*: Unit 1 - Lesson 1
- ★ *English 3*: Unit 1 - Lesson 1

Choose **either** the Unit 1 spelling list **or** the first dictation passage (see Appendix for lists and passages). If you choose the spelling list, write each spelling word on a separate index card. Guide students to study each card one at a time, flip it over, write the word from memory on paper, flip the card back over to check the spelling, and erase and correct any mistakes. If you choose dictation, follow the directions in the Appendix for dictation.

Key Idea: Practice language arts skills.



Storytime

Choose at least one biography to read aloud for the next 20 days of plans (see Appendix for suggested titles).

To introduce the genre, *Biography*, have students take turns finishing the following sentences: *My favorite thing to do is _____. I felt nervous when _____. I am looking forward to _____. I wonder about _____.*

Say, *A biography is a true story of a person's life written by another person. Just like we learned about you as you shared about yourself, we can learn about others by reading about their lives.* Read a portion of the biography you chose.

Key Idea: Introduce the genre: *Biography*.

Reading Choices



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

- ★ *Emerging Reader's Set 1*
- ★ *Emerging Reader's Set 2*
- ★ *Drawn into the Heart of Reading* Level 2/3

Key Idea: Use a guided reading program.

Math Exploration



Choose **one** math option listed below.

- ★ *Singapore Primary Mathematics 2A/2B* or *3A/3B*
- ★ *Apologia Math Level 2* or *Level 3*
- ★ *Math with Confidence Level 2* or *Level 3*
- ★ Your own math program

Key Idea: Use a guided math program.



Science Exploration

★ Read aloud *Karl, Get Out of the Garden* p. 4-15. Next, have students orally narrate or retell the portion of today's text that was read. Use the following oral narration prompt: *Tell about Karl's childhood and school years.* Use the *Narration Tips* in the Appendix as needed. Then, read aloud "A Note About Names" on p. 42 – top of p. 43 of *Karl, Get Out of the Garden*.

Key Idea: As a child, Karl Linne loved learning the names of plants and bugs in the garden. In medical school, he used plants to cure ailments. Karl wanted clear, simple names for the plants and animals.

Learning Through History

Focus: Columbus Discovers America

Unit 1 - Day 2

Reading About History



Read about history in the following resource:

★ *A First Book in American History*
Chapter I: p. 4-6

Key Idea: When the King of Portugal refused Columbus' plan, Columbus went to Spain to share his ideas with King Ferdinand and Queen Isabella. But, they were too busy with a war in Spain. Columbus was running out of time and money. Finally, Queen Isabella agreed to his terms.



Artistic Expression

Give each student a piece of painting paper. Have students place their papers horizontally in front of them. Say, *In the middle of the paper, draw a wavy line to be an ocean wave. Next, draw another wavy line above the first one. The area nearest the bottom of the paper is called the foreground. The next layer of waves is in the middle ground of your landscape. The sky nearest the top of your paper is in the background.* Next, place a small amount of blue paint in 3 different spots on a paper plate or a paint palette. Help students add a small amount of red paint in varying amounts to create 3 shades of purple. Tell students to use the 2 lightest shades of purple to paint the waves in the foreground and the darkest purple to paint the waves in the middle ground. Help students mix blue and white paints for the sky in the background. Guide students to paint the sky with a swirling motion to show moving clouds and changing weather. Last, have students add a little black paint to the dark purple and use the new color to outline the waves in the middle ground.

Key Idea: Columbus was finally going to sail across the ocean in search of a new route to Asia. His ships would be sailing where no ship had gone before.

Poetry



Read aloud with the students the poem *"Four by the Clock"* (see Appendix). Discuss the poem's meaning. Ask, *Why do you think the poem is titled "Four by the Clock"? Is it four A.M. or four P.M. in the poem? How do you know? What does "the heavy breathing of the sea" mean?*

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



Bible Study

Open to Unit 1 of *Scripture Copywork: Verses from Proverbs*. Say Proverbs 2:3-5 while the students join in on the parts they know. Use the hand motions you added on Day 1. Say, *What does it mean to show persistence? Name something that you have done that was very hard for you. How did persistence help you get the job done? What would have happened if you had given up? How did you feel once you finished the job? Why is it important to be persistent in praying, reading the Bible, and going to church? What would happen if you gave up? How can you be more persistent in doing things that honor God?* Next, have the students do 10-20 jumping jacks. After the jumping jacks, have the students recite Proverbs 2:3-5. Prompt the students as needed. Repeat the activity several times.

Key Idea: Columbus persisted in his dream to find a new way to Asia. He had many disappointments and long years of waiting before Queen Isabella of Spain finally agreed to pay for his journey. Columbus didn't give up.



Picture the Past

Read aloud *The Discovery of the Americas* p. 10-16. Then, orally discuss questions 3-4 on the *Visual History Bookmark*.

Learning the Basics

Focus: Language Arts, Math, and Science

Unit 1 - Day 2



Language Arts

Have students complete **one** of the cursive handwriting options below.

- ★ *Cheerful Cursive* p. 2 **or** *Italic D* half of p. 2

Complete **one** of the English options below.

- ★ *English 2*: Unit 1 - Lesson 2
- ★ *English 3*: Unit 1 - Lesson 2

If you chose the spelling list on Day 1, get out the word cards you made. Say the first spelling word. Use it in a sentence. Repeat the word. Ask students to write the word from memory on a markerboard or a piece of paper. Give students the matching word card to compare with their spelling. Guide students to correct any mistakes. Repeat the activity with all 10 words. If you chose dictation on Day 1, continue with the Appendix dictation passages.

Key Idea: Practice language arts skills.



Storytime

Read aloud the next portion of the biography that you selected. Without looking back at the story, model retelling or narrating the part of the biography that you read today to the students. Remember to tell the most important points and to add details from the story to the retelling without overwhelming the students.

After the retelling, allow your students to take turns adding in any details they noticed that you missed. Make sure that students wait until after you are done narrating to add their details. Use the *Narration Tips* in the Appendix as needed.

Key Idea: Model retelling a story from a single reading.

Reading Choices



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

- ★ *Emerging Reader's Set 1*
- ★ *Emerging Reader's Set 2*
- ★ *Drawn into the Heart of Reading* Level 2/3

Key Idea: Use a guided reading program.

Math Exploration



Choose **one** math option listed below.

- ★ *Singapore Primary Mathematics 2A/2B* or *3A/3B*
- ★ *Apologia Math Level 2* or *Level 3*
- ★ *Math with Confidence Level 2* or *Level 3*
- ★ Your own math program

Key Idea: Use a guided math program.



Science Exploration

★ Read aloud *Karl, Get Out of the Garden* p. 16-21. Next, read the quote by Karl Linne on p. 18. Then, read aloud Genesis 8:22. Ask, *What similarities do you notice between the quotes? Where did Karl get his inspiration for the name of the Rudbeckia flower?* Have students open their *Living Science Nature Journal* to Unit 1 – Box 1. Read the quote in Box 1. Copy the quote from Box 1 on the dotted lines beneath it in the *Living Science Nature Journal*.

Key Idea: Karl divided living things into the plant kingdom and the animal kingdom. He divided the plant kingdom into twenty-four classes based on flower structure. Each plant was given a two-part Latin name.

Learning Through History

Focus: Columbus Discovers America

Unit 1 - Day 3

Reading About History



Read about history in the following resource:

★ *A First Book in American History*
Chapter II: p. 7-11

Note: 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: Columbus had a hard time finding men to sail with him. Many of the men thought they would never come back. The men became frightened as the ships sailed on. Land was finally sighted.

Poetry



Read aloud with the students the poem "Four by the Clock" (see Appendix). Read the poem aloud a second time, switching readers every 2 lines (i.e. You read the first 2 lines, and the students read the next 2 lines.) Ask students, *What rhyming pattern do you notice when you listen to the words in the poem?*

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

Bible Study



Open to Unit 1 of *Scripture Copywork: Verses from Proverbs*. Say Proverbs 2:3-5 with the students. Use the hand motions you added on Day 1. Next, have students run in place as fast as they can. When you say, *Freeze*, have the students stop and repeat Proverbs 2:3-5. Repeat the activity.

Say, *Choose one way that you can be more persistent in honoring God. Make sure to do it today.*

Devotion: Read *Little Pillows* p. 77-79.

Key Idea: Columbus felt that God was leading him on his travels. We need to listen to God and persistently follow His way for our lives.

Vocabulary



Open your *Bigger Hearts for His Glory Student Notebook* to "Section 2: Vocabulary". On the Unit 1 "Vocabulary Dictionary" page, select 1-3 vocabulary words for today's lesson. These words are from today's history reading.

For words labeled "Guess the Meaning," have students read the example sentence and discuss possible meanings for the vocabulary word. Then, help students write a "Guess" for the word's meaning. For the other vocabulary word in Unit 1, help students read the example sentence, find the vocabulary word in the dictionary, select and copy the correct definition, draw a picture to demonstrate the word, and write their own sentence using the word correctly. The sentence may be copied from the example sentence or be a sentence of their own creation.

You may also read the Unit 1 words in context on the following pages in *A First Book in American History*: *impostors* (p. 7), *lamentation* (p. 9), and/or *standard* (p. 10).

Key Idea: Columbus was inspired by the travels of Marco Polo. He had to be brave as he sailed into the unknown sea.

Picture the Past



Read aloud *The Discovery of the Americas* p. 17-21. Then, orally discuss questions 5-6 on the *Visual History Bookmark*.

Learning the Basics

Focus: Language Arts, Math, and Science

Unit 1 - Day 3



Language Arts

Have students complete **one** of the cursive handwriting options below.

- ★ *Cheerful Cursive* p. 3 **or** *Italic D* half of p. 3

Complete **one** of the English options below.

- ★ *English 2*: Unit 1 - Lesson 3
- ★ *English 3*: Unit 1 - Lesson 3

Key Idea: Practice language arts skills.



Storytime

Read aloud the next portion of the biography that you selected. Say, *Characters are the people in a story. Who is the most important character in the biography? At what point in the character's life did the author begin telling the story? Describe the characters the way you picture them in your mind. What are your feelings about the main character from what we've read so far? Explain.*

Key Idea: Introduce story element: *character*.



Reading Choices

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

- ★ *Emerging Reader's Set 1*
- ★ *Emerging Reader's Set 2*
- ★ *Drawn into the Heart of Reading* Level 2/3

Key Idea: Use a guided reading program.



Math Exploration

Choose **one** math option listed below.

- ★ *Singapore Primary Mathematics 2A/2B* or *3A/3B*
- ★ *Apologia Math Level 2* or *Level 3*
- ★ *Math with Confidence Level 2* or *Level 3*
- ★ Your own math program

Key Idea: Use a guided math program.



Science Exploration

★ Read aloud *Karl, Get Out of the Garden* p. 22-29. Next, read aloud "Scientific Classification" on p. 43 and "Many Changes" on p. 44 of *Karl, Get Out of the Garden*. Practice the memory trick on the bottom of p. 43 to help students remember the first letter of each degree of classification.

Then, have students open their *Living Science Nature Journal* to Unit 1 – Box 2. Refer to "Scientific Classification" on p. 43 to copy into your *Living Science Nature Journal* the following bolded degrees of classification: **Kingdom, Phylum, Class, Order, Family, Genus, Species**.

Key Idea: As Karl began dividing the animal kingdom, he spent time observing the outsides and insides of animals. Then, he divided the animals into classes of mammals, birds, fish, amphibians and reptiles, insects, and worms and other invertebrates. He even made a class of animals that were rumored to exist called *Paradoxa*. These classes were later divided into phylums. He gave each animal a two-part Latin name. As he studied insects, he divided the classes into groups called orders based on likenesses and differences. Karl further divided the orders into families, then into genera, and last into species.

Learning Through History

Focus: Columbus Discovers America

Unit 1 - Day 4

Reading About History



Read about history in the following resource:

★ *Journeys in Time* p. 8-9

Key Idea: Columbus reached land just as his crew was getting ready to mutiny. God protected Columbus on his voyage. He brought him to a new land.

Poetry



Say, *One line of poetry is called a "verse". Let's practice reading the poem "Four by the Clock" (see Appendix) by alternating readers verse by verse. Next, say, A "stanza" is a group of verses into which a poem is divided. Let's read "Four by the Clock," alternating readers by stanza this time. Ask, Why do you think poets write in verses and stanzas? Do you notice any pairs of words that rhyme at the end of the verses? These are called "rhyming couplets".*

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



History Activity

Each student needs 6 small index cards and a large ball or balloon. Cut the 6 index cards in half. Guide students to name the 7 continents (Antarctica, Africa, Australia, Asia, Europe, North America, and South America) and the 5 oceans (Pacific Ocean, Atlantic Ocean, Indian Ocean, Arctic Ocean, and Antarctic Ocean). List the names of the continents and oceans on a markerboard or a piece of paper.

Have the students copy the name of a different continent or ocean onto each index card. Make sure each name begins with a capital letter and is spelled correctly.

Next, have students tape the index cards onto their ball or balloon to show the correct location of each continent and ocean. Help students check their answers using a globe.

Key Idea: Exploration was very important during Columbus' time. There were many oceans and lands left to explore. The world was much bigger than people believed it to be.



Bible Study

Open to Unit 1 of *Scripture Copywork: Verses from Proverbs*. Say Proverbs 2:3-5 with the students. Use the hand motions you added on Day 1. Say, *Name some ways that you showed persistence since the last time we met.*

Next, have the students do 10 sit-ups. (It helps if you hold their feet flat on the floor for them.) After 10 sit-ups, have the students recite Proverbs 2:3-5. Repeat the activity.

Last, guide students to copy Proverbs 2:3-5 on the "Copywork" dotted lines in Unit 1 of *Scripture Copywork: Verses from Proverbs*. For helpful instructions and guidelines for copywork, refer to the "Getting Started" page in *Scripture Copywork: Verses from Proverbs*.

Key Idea: Even though Columbus didn't find a new route to Asia, he did persist in accomplishing what God wanted him to do.



Picture the Past

Read aloud *The Discovery of the Americas* p. 22-25. Then, orally discuss questions 7-8 on the *Visual History Bookmark*.

Learning the Basics

Focus: Language Arts, Math, and Science

Unit 1 - Day 4



Language Arts

Have students complete **one** of the cursive handwriting options below.

- ★ *Cheerful Cursive* p. 4 **or** *Italic D* half of p. 3

Complete **one** of the English options below.

- ★ *English 2*: Unit 1 - Lesson 4
- ★ *English 3*: Unit 1 - Lesson 4

If you chose the spelling list on Day 1, get out the word cards you made. Say each word and use it in a sentence. Have students write each word and check it with the matching word card from Day 1. Guide students to correct any mistakes. For each missed word, have students jump in place and spell the word out loud, jumping each time they say a letter. If you chose dictation on Day 1, continue with the dictation passages in the Appendix.

Key Idea: Practice language arts skills.



Storytime

Say, *Responsibility means being accountable to God and to others as you carry out your duties in a faithful way.* Read aloud the key verse 1 Peter 4:10 to illustrate *responsibility*. Say, *Name some duties that you are responsible for carrying out. How responsible would you say you are when it comes to doing your duties? What could you do to be more responsible?*

Read aloud the next portion of the biography that you selected. Then, ask, *What duties are the characters responsible for carrying out? How responsible are the characters in doing their duties? What could the characters do to be more responsible?*

Key Idea: Introduce the Godly character trait: *responsibility*.

Reading Choices

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

- ★ *Emerging Reader's Set 1*
- ★ *Emerging Reader's Set 2*
- ★ *Drawn into the Heart of Reading* Level 2/3

Key Idea: Use a guided reading program.



Math Exploration

Choose **one** math option listed below.

- ★ *Singapore Primary Mathematics 2A/2B* or *3A/3B*
- ★ *Apologia Math Level 2* or *Level 3*
- ★ *Math with Confidence Level 2* or *Level 3*
- ★ Your own math program

Key Idea: Use a guided math program.



Science Exploration

★ Read aloud *Karl, Get Out of the Garden* p. 30-41. Next, have students orally narrate or retell the portion of today's text that was read. Use the following oral narration prompt: *Tell about Karl's way of teaching and about his students.* Use the *Narration Tips* in the Appendix as needed. Then, read aloud p. 42 and "Finding Wonder" on p. 44 of *Karl, Get Out of the Garden*.

Key Idea: When scientists criticized his system of names, Karl turned to teaching. He led students on field trips into the countryside to discover rare plants. The students traveled and sent Karl specimens to name.

Learning Through History

Focus: Columbus Discovers America

Unit 1 - Day 5

Notebooking



Have students open their *Bigger Hearts for His Glory Student Notebook* to “**Section 1**” and turn to Unit 1 – Box 1. Say, *On the map in Box 1, point to the continent of North America. Next, find the continent of Europe and circle Spain. Then, locate the continent of Africa below Europe. After that find the Atlantic Ocean. Next, you will be drawing a line to show Columbus’ route from Spain to the West Indies.*

To help you draw Columbus’ route, use the map from Journeys in Time p. 8-9. First, label the Canary Islands and the Caribbean Sea on the map in Unit 1 – Box 1 of your Student Notebook. Then, mark Columbus’ route with a red line on your map in Unit 1 – Box 1 of the Student Notebook. In the ‘KEY’ in the bottom corner of the map in Box 1, draw a red line and write ‘Columbus, 1492’ next to it.

Key Idea: Columbus sailed from Spain across the Atlantic Ocean in 1492.

Poetry



Read aloud with the students the poem “*Four by the Clock*” (see Appendix). Without looking at the words, have the students recite as much of the poem as they can from memory. Prompt students as needed.

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

Bible Study



Read aloud Luke 18:1-8 from your Bible. Ask, *In Luke 18:1, what reason did Jesus give for telling this parable? Why did the widow keep coming to see the judge? In Luke 18:5, what reason did the judge give for giving the woman what she wanted? In Luke 18:7, why did God tell us that we should persist in our prayers to Him? What can you learn about persistence from this parable? How can you be more persistent?*

Key Idea: Just like the widow in this parable, Columbus persisted with his requests until they were finally granted. We need to persist with our prayers and with the tasks that God has called us to do. God knows what is best for us, and He will answer our prayers in His own time.

Timeline



Every fifth day of plans includes one or more timeline entries. These entries will be added to a timeline you will assemble from “**Section 3**” of the *Bigger Hearts for His Glory Student Notebook*. To assemble the timeline, remove the last 6 pages from “**Section 3**” of the *Student Notebook*. These pages are numbered “Page 1” to “Page 6.” Place pages 1-3 side by side from left to right. Tape the backs of these 3 pages together. Next, place pages 4-6 side by side from left to right. Tape the backs of these 3 pages together. Then, place pages 4-6 below pages 1-3 and tape the backs together to make one large timeline. A blue border outlines the timeline when it is assembled correctly. Say, *This will be our timeline. We will add important people and events as we study them. Each column stands for 50 years. Find the column that says ‘1450’. Draw a small ship in that column. Write ‘Columbus, 1492’ under it.*

Key Idea: Columbus landed in the Indies.

Picture the Past



Read aloud *The Discovery of the Americas* p. 26-29. Then, orally discuss questions 9-10 on the *Visual History Bookmark*.

Learning the Basics

Focus: Language Arts, Math, and Science

Unit 1 - Day 5



Language Arts

Have students complete **one** of the cursive handwriting options below.

- ★ *Cheerful Cursive* p. 5 **or** *Italic D* half of p. 4

Complete **one** of the English options below.

- ★ *English 2*: Unit 1 - Lesson 5
- ★ *English 3*: Unit 1 - Lesson 5

Key Idea: Practice language arts skills.



Storytime

Read aloud a short portion of the biography that you selected. Have the students orally narrate or retell the portion of today's story that you read aloud. Use the *Narration Tips* in the Appendix as needed.

Key Idea: Give students practice retelling a portion of a biography.

Reading Choices



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

- ★ *Emerging Reader's Set 1*
- ★ *Emerging Reader's Set 2*
- ★ *Drawn into the Heart of Reading* Level 2/3

Key Idea: Use a guided reading program.

Math Exploration



Choose **one** math option listed below.

- ★ *Singapore Primary Mathematics 2A/2B* or *3A/3B*
- ★ *Apologia Math Level 2* or *Level 3*
- ★ *Math with Confidence Level 2* or *Level 3*
- ★ Your own math program

Key Idea: Use a guided math program.



Science Exploration

★ Read *The Wonderful World of Nature* p. 4 and p. 6-7. **Note**: For this particular book, whenever it comes up in the daily plans, if your students are able to read these pages on their own with ease - have them do so. You may wish to have students practice reading the pages on their own first, and then come to you to read the pages out loud. Or, you could consider paired reading, where you take turns with the students reading the text out loud. If your students are struggling in **any** way with reading the text, then read the whole text aloud to them instead. This is not meant to be a reading practice session! We want the students to enjoy learning about God's wonderful creation!

After reading the assigned pages above, have students read p. 3 "Welcome to the Museum" and complete p. 6-7 in *Museum of Marvels: Animal Activity Book*. Give students as much help as needed to successfully complete the assigned pages. An "Answer Key" is provided at the back of the activity book.

Key Idea: The animal kingdom is divided into groups of animals that have things in common. Birds, reptiles, mammals, amphibians, fish, and invertebrates are the names of the animals groups.

Learning Through History

Focus: The Search for a New Route to Asia

Unit 2 - Day 1

Reading About History



Read about history in the following resource:

★ *A First Book in American History*
Chapter III: p. 12-14

Key Idea: Columbus started a small colony on an island he called Hispaniola. Then, he sailed for Spain to share his findings. After a long, stormy voyage and many mishaps, he finally reached Barcelona, Spain.

Poetry



Read aloud the poem “*The Ship That Sails*” (see Appendix) to the students. After reading the poem, point out the special words defined at the bottom of the poem. Discuss any other words in the poem that the students may not know. Read the poem again with the students.

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



Geography

Say, *The equator is an imaginary line that circles the middle of the Earth halfway between the North Pole and the South Pole.* Have students point to the North Pole and the South Pole on a globe. Ask students to trace the equator on the globe with their fingers. Say, *The land near the equator is the hottest place on Earth because it is the closest to the sun. As you move toward the North or South Poles, the Earth slants farther away from the sun so the temperatures change from very hot to freezing cold.*

Have students cut a small boat out of paper or use a small toy boat to sail on the globe. As students sail the boat to different places, have them tell you whether it is hot, warm, or cold in various locations. Ask students to describe their boat’s position in reference to the equator by using words like *above, below, north, or south of the equator.*

Last, have students use their boat to follow Columbus’ route from Haiti (which was Hispaniola) to the Azores, then to Portugal, and finally back to Barcelona, Spain. Discuss why Haiti was so hot and why the climate was so different from Spain.

Key Idea: It was a long voyage from Hispaniola back to Spain. At times, Columbus thought he might never return to tell about his discoveries. But, the Lord had a plan for Columbus and brought him back to Spain.



Bible Study

Open to Unit 2 of *Scripture Copywork: Verses from Proverbs*. Say, *In this unit, you will be studying the character trait humility. What does it mean to have humility?* Next, read aloud Proverbs 11:2 in *Scripture Copywork: Verses from Proverbs* Unit 2 or in your Bible. Say, *This is the memory selection for this unit. In Proverbs 11:2 what does ‘pride’ mean? Do proud people think that they have many weaknesses? Why might a proud person not see trouble coming before it happens? How can this cause disgrace for a proud person? What does Proverbs 11:2 say comes with humility? Why would wisdom come with humility?* Say the verse together 3 times. Add hand motions to help students remember the words.

Key Idea: Columbus had done what no other explorer had done. He had boldly sailed across the ocean and returned to tell about the new land he had discovered. Would Columbus be humble or proud?



Picture the Past

Read aloud *The Discovery of the Americas* p. 47. Then, look over the map of Columbus’ voyages on p. 28-29 of *The Discovery of the Americas*. Trace with your finger the path of Columbus’ first voyage starting from Spain.

Learning the Basics

Focus: Language Arts, Math, and Science

Unit 2 - Day 1



Language Arts

Have students complete **one** of the cursive handwriting options below.

- ★ *Cheerful Cursive* p. 6 **or** *Italic D* half of p. 4

Complete **one** of the English options below.

- ★ *English 2*: Unit 1 - Lesson 6
- ★ *English 3*: Unit 1 - Lesson 6

Choose **either** the Unit 2 spelling list **or** continue with dictation (see Appendix for lists and passages). If you choose the spelling list, write each spelling word on a separate index card. Guide students to study each card one at a time, flip it over, write the word from memory on paper, flip the card back over to check the spelling, and erase and correct any mistakes. If you choose dictation, follow the directions in the Appendix for dictation.

Key Idea: Practice language arts skills.



Storytime

Tape together 2 or more sheets of paper to make a long sheet. Draw a horizontal line across the paper. Say, *We are going to make a timeline of the important events in the main character's life. Think back to the beginning chapters of the biography. List the main events in the character's life, in the order they happened. I will write them on the timeline as you list them. As we read, listen for key events to add to the timeline.*

Read aloud the next portion of the biography that you selected. Pace your reading to complete the biography during the next 15 days of plans. Save the timeline for Unit 3.

Key Idea: Build anticipation for the next part of the biography.



Math Exploration

Choose **one** math option listed below.

- ★ *Singapore Primary Mathematics 2A/2B or 3A/3B*
- ★ *Apologia Math Level 2 or Level 3*
- ★ *Math with Confidence Level 2 or Level 3*
- ★ Your own math program

Key Idea: Use a guided math program.

Reading Choices

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

- ★ *Emerging Reader's Set 1*
- ★ *Emerging Reader's Set 2*
- ★ *Drawn into the Heart of Reading Level 2/3*

Key Idea: Use a guided reading program.



Science Exploration

★ Read *The Wonderful World of Nature* p. 8-9. Refer to the bolded “**Note**” on Unit 1 – Day 5 for reading options for this book. Next, have students orally narrate or retell the portion of today’s text that was read. Use the following oral narration prompt: *Describe wolves and tell what you have learned about them.* Use the *Narration Tips* in the Appendix as needed. After reading the assigned pages above, have students complete the bottom of p. 35 in *Museum of Marvels: Animal Activity Book*

Key Idea: Wolves are predators that hunt in packs for prey like moose and deer. They hear prey far away, sprint long distances in pursuit, and grip prey with powerful jaws and teeth. Up to 30 wolves are in a pack.

Learning Through History

Focus: The Search for a New Route to Asia

Unit 2 - Day 2

Reading About History



Read about history in the following resource:

★ *A First Book in American History*
Chapter III: p. 15-17

Key Idea: Columbus had many troubles with the new colony in Hispaniola. Over time, the Indians were not treated well, and they finally rose up against the Spaniards. At one time, Columbus was sent back to Spain in chains. He was not allowed to return to Hispaniola ever again.



History Activity

Reread the third paragraph on p.16 of *A First Book in American History*. Say, *Columbus knew there was going to be a lunar eclipse. A lunar eclipse is when the earth is directly between the sun and the moon. The earth's shadow causes the moon to darken and shine a dull red color.* Have students get out a flashlight to be the sun, a softball or tennis ball to be the Earth, and a golf ball or ping pong-sized ball to be the moon. Lay the flashlight down on a flat surface. Place the earth directly in the flashlight's beam. Place the moon behind the earth. Turn out the lights. The moon should appear dark. This is a lunar eclipse.

To show a solar eclipse, place the moon directly in the flashlight's beam. Place the earth behind the moon. Explain that in a solar eclipse, you can only see the outline of the sun from Earth, because the moon is blocking much of the sun's light. A solar eclipse can burn your eyes if you stare at the sun during the eclipse.

Key Idea: Columbus used his knowledge of the moon and its rotation around the earth to predict a lunar eclipse. This frightened the Indians and caused them to give Columbus whatever he asked for.

Poetry



Read aloud with the students the poem "*The Ship That Sails*" (see Appendix). Say, *From reading the first stanza (the first four lines) of the poem, what kind of person is the poet? Why would you guess that the poet is adventuresome? What does it mean to 'rot in dry dock'? In the third stanza, what is a 'well-earned grave'? Explain the final stanza of the poem.*

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



Bible Study

Open to Unit 2 of *Scripture Copywork: Verses from Proverbs*. Say Proverbs 11:2 while the students join in on the parts they know. Use the hand motions you added on Day 1. Say, *What does it mean to have humility? Name some things that you can do very well. How can you show humility even with the things that you are good at doing? Should you tell others how good you are at something? Why not? Where do all of your talents come from? Who should receive the glory or praise for your talents? Why is it important to stay away from being prideful? What advice does Proverbs 11:2 give you?* Next, have students do 10-20 toe touches. After the toe touches, have the students recite Proverbs 11:2. Prompt the students as needed. Repeat the activity several times.

Key Idea: Columbus did not always show humility after his discoveries. His pride caused him much trouble. His life ended in sadness and disgrace.



Picture the Past

Read aloud *The Discovery of the Americas* p. 30-33. Then, orally discuss questions 11-12 on the *Visual History Bookmark*.

Learning the Basics

Focus: Language Arts, Math, and Science

Unit 2 - Day 2



Language Arts

Have students complete **one** of the cursive handwriting options below.

- ★ *Cheerful Cursive* p. 7 **or** *Italic D* half of p. 5

Complete **one** of the English options below.

- ★ *English 2*: Unit 1 - Lesson 7
- ★ *English 3*: Unit 1 - Lesson 7

If you chose the spelling list on Day 1, get out the word cards you made. Say the first spelling word. Use it in a sentence. Repeat the word. Ask students to write the word from memory on a markerboard or a piece of paper. Give students the matching word card to compare with their spelling. Guide students to correct any mistakes. Repeat the activity with all 10 words. If you chose dictation on Day 1, continue with it.

Key Idea: Practice language arts skills.



Storytime

Read aloud the next portion of the biography that you selected. Without looking back at the story, have students orally retell or narrate the part of the biography that you read to them today. Give students an index card that says, *I need a little help*. Tell students they may hand you the card if they get stuck during the retelling and are unsure of how to go on.

If the students hand you the card, begin narrating where the student left off. After several sentences, hand the card back to the student to continue the narration. Tell students that the goal is to use the card less and less until they don't need it at all. Use the *Narration Tips* in the Appendix as needed.

Key Idea: Practice retelling a story from a single reading.

Reading Choices



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

- ★ *Emerging Reader's Set 1*
- ★ *Emerging Reader's Set 2*
- ★ *Drawn into the Heart of Reading* Level 2/3

Key Idea: Use a guided reading program.

Math Exploration



Choose **one** math option listed below.

- ★ *Singapore Primary Mathematics 2A/2B* or *3A/3B*
- ★ *Apologia Math Level 2* or *Level 3*
- ★ *Math with Confidence Level 2* or *Level 3*
- ★ Your own math program

Key Idea: Use a guided math program.



Science Exploration

★ Read *The Wonderful World of Nature* p. 10-11. Refer to the "Note" on Unit 1 – Day 5 for reading options for this book. After reading, say, *How is a coral reef like an underwater garden? Describe how coral is made by polyps. Why do sea turtles and reef sharks come to the coral reef?* Next, have students orally dictate a one sentence narration that begins, *A coral reef is home to...* Write the sentence on a markerboard or paper. Next, have students open their *Living Science Nature Journal* to Unit 2 – Box 1 and copy the missing part of the sentence they dictated. Last, have students complete p. 63 in the *Museum of Marvels: Animal Activity Book*.

Key Idea: Coral reefs provide shelter and food for fish, sea turtles, and reef sharks. Coral reefs are formed when the hard, bony homes built by polyps join together.

Learning Through History

Focus: The Search for a New Route to Asia

Unit 2 - Day 3

Reading About History



Read about history in the following resource:

★ *A First Book in American History*
Chapter IV: p. 18-20

Note: 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 the news of Columbus' voyage spread, Cabot offered to make a similar voyage for King Henry of England.

Poetry



Read aloud with the students the poem "*The Ship That Sails*" (see Appendix). Read the poem aloud a second time, switching readers every verse (i.e. You read the first line, and the students read the next line.) Ask students, *What rhyming pattern do you notice at the end of the verses when you listen to the words in the poem?*

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



Vocabulary

Open your *Bigger Hearts for His Glory Student Notebook* to "**Section 2: Vocabulary**". On the Unit 2 "Vocabulary Dictionary" page, select 1-3 vocabulary words for today's lesson. These words are from today's history reading.

For words labeled "Guess the Meaning," have students read the example sentence and discuss possible meanings for the vocabulary word. Then, help students write a "Guess" for the word's meaning. For the other vocabulary word in Unit 2, help students read the example sentence, find the vocabulary word in the dictionary, select and copy the correct definition, draw a picture to demonstrate the word, and write their own sentence using the word correctly. The sentence may be copied from the example sentence or be a sentence of their own creation.

You may also read the Unit 2 words in context on the following pages in *A First Book in American History* for your students to use for this lesson: *canopy* (p. 14), *gale* (p. 14), and/or *caravans* (p. 18).

Key Idea: Cabot became the first explorer to see the American continent, which he thought was the coast of China.



Bible Study

Open to Unit 2 of *Scripture Copywork: Verses from Proverbs*. Say Proverbs 11:2 with the students. Use the hand motions you added on Day 1. Next, have students hold their arms straight out to their sides at shoulder height and make large circles forward. When you say, *Freeze*, have the students stop and repeat Proverbs 11:2. Repeat the activity by having students make small forward arm circles, large backward arm circles, and small backward arm circles.

Say, *Choose one way that you can show humility with your talents in order to give God the glory. Make sure to do it today.*

Devotion: Read *Little Pillows* p. 38-40.

Key Idea: When Cabot returned to England, he was rewarded handsomely. Instead of showing humility, Cabot became quite boastful.



Picture the Past

Read aloud *The Discovery of the Americas* p. 34-38. Then, orally discuss questions 13-14 on the *Visual History Bookmark*.

Learning the Basics

Focus: Language Arts, Math, and Science

Unit 2 - Day 3



Language Arts

Have students complete **one** of the cursive handwriting options below.

- ★ *Cheerful Cursive* p. 8 **or** *Italic D* half of p. 5

Complete **one** of the English options below.

- ★ *English 2*: Unit 1 - Lesson 8
- ★ *English 3*: Unit 1 - Lesson 8 (first half)

Key Idea: Practice language arts skills.



Storytime

Read aloud the next portion of the biography that you selected. Skim through today's reading and write one or more quotes from the character on a markerboard or a piece of paper. Say, *When a character speaks, it is marked with quotation marks.* Ask, *What can you learn about the character from the quote? How does it make you feel? What thoughts does the quote bring to your mind?*

Key Idea: Focus on the element: *character*.

Reading Choices

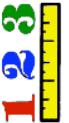


Choose **one** of the reading options listed below (see Appendix for details).

- ★ *Emerging Reader's Set 1*
- ★ *Emerging Reader's Set 2*
- ★ *Drawn into the Heart of Reading* Level 2/3

Key Idea: Use a guided reading program.

Math Exploration



Choose **one** math option listed below.

- ★ *Singapore Primary Mathematics 2A/2B* or *3A/3B*
- ★ *Apologia Math Level 2* or *Level 3*
- ★ *Math with Confidence Level 2* or *Level 3*
- ★ Your own math program

Key Idea: Use a guided math program.



Science Exploration

★ Have students read and complete *Museum of Marvels: Animal Activity Book* p. 54-55, providing as much help as needed.

Next, read aloud p. 42 in *Museum of Marvels: Animal Activity Book* and guide students to complete it. Depending on your students' math abilities, you may need to allow them to use calculators to complete "Animal Vision" at the top of p. 42.

Last, have students complete p. 74 in *Museum of Marvels: Animal Activity Book* on their own if possible. An answer key is provided at the back of the activity book.

Key Idea: Coral reefs are underwater habitats for creatures like manta rays, clownfish, sea kraits, cuttlefish, and sea stars. The warm, shallow waters of the reefs are teeming with life. Both predators and prey use camouflage and disguise to survive in the reef. Special eye shapes help creatures like the cuttlefish balance light and dark to see better underwater.

Learning Through History

Focus: The Search for a New Route to Asia

Unit 2 - Day 4

Reading About History



Read about history in the following resource:

★ *A First Book in American History*
Chapter IV: p. 21-22

Key Idea: Cabot sailed on a second voyage for the King of England. Cabot sailed further than he had the first time. He was hoping to find Japan, but instead he found North and South America. Cabot's son, Sebastian, sailed with him.

Poetry



Say, *Let's practice reading the poem "The Ship That Sails" (see Appendix). We'll watch for rhyming patterns as we read. Next, say, In the first stanza what rhyming words do you hear? Circle 'sails' and 'fails' with a red crayon. Circle 'free' and 'sea' with a blue crayon. What pattern do you see? Write the letter 'A' next to the red circles. Write the letter 'B' next to the blue circles. We call this an 'A', 'B', 'A', 'B' pattern. Can you explain why? Repeat the activity with the other stanzas in the poem to see if they follow the same pattern.*

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



Artistic Expression

Place a piece of waxed paper face down on a sheet of white construction paper. Guide students to use a pencil to etch the outline of a fish on the back of the waxed paper. The outline should transfer in wax to the construction paper. Remove the waxed paper.

With a paintbrush, have students paint water all over the paper. Then, direct students to use watercolors to paint a third of the paper blue, a third of the paper green, and a third of the paper purple. Let the watercolors bleed into one another.

Next, help students pat down one large, crumpled piece of plastic wrap on top of the wet paint. Remove the piece of plastic wrap. When the plastic wrap is removed, the painting should look like an underwater scene. Let the paint dry overnight.

Key Idea: On Cabot's voyages he discovered seas filled with codfish. But, he was more interested in finding gold and spices.



Bible Study

Open to Unit 2 of *Scripture Copywork: Verses from Proverbs*. Say Proverbs 11:2 with the students. Use the hand motions you added on Day 1. Say, *Name some ways that you showed humility since the last time we met.*

Next, have the students do 5-10 push-ups. (Have students start with a lower number of push-ups and work their way up throughout the year.) After the push-ups, have the students recite Proverbs 11:2. Repeat the activity.

Last, guide students to copy Proverbs 11:2 on the "Copywork" dotted lines in Unit 2 of *Scripture Copywork: Verses from Proverbs*.

Key Idea: When Cabot did not find the gold and spices he boasted he would find, the King of England lost interest in the voyages.



Picture the Past

Read aloud *The Discovery of the Americas* p. 39-43. Then, orally discuss questions 15-16 on the *Visual History Bookmark*.

Learning the Basics

Focus: Language Arts, Math, and Science

Unit 2 - Day 4



Language Arts

Have students complete **one** of the cursive handwriting options below.

- ★ *Cheerful Cursive* p. 9 **or** *Italic D* half of p. 6

Complete **one** of the English options below.

- ★ *English 2*: Unit 1 - Lesson 9
- ★ *English 3*: Unit 1 - Lesson 8 (last half)

If you chose the spelling list on Day 1, get out the word cards you made. Say each word and use it in a sentence. Have students write each word and check it with the matching word card from Day 1. Guide students to correct any mistakes. For each missed word, have students write the word on paper and trace around it 3 times using 3 different colors. If you chose dictation on Day 1, continue with the dictation passages in the Appendix.

Key Idea: Practice language arts skills.



Storytime

Say, *Responsibility means being accountable to God and to others as you carry out your duties in a faithful way.* Read aloud the key verse 1 Peter 4:10 to illustrate *responsibility*.

Read aloud Matthew 1:18-25. Ask, *How did Joseph's actions show responsibility?* Read aloud the next portion of the biography that you selected. Then, ask, *How does the main character in the biography show responsibility? What would the Biblical character, Joseph, do differently from the character in your book?*

Key Idea: Focus on the Godly character trait: *responsibility*.

Reading Choices



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

- ★ *Emerging Reader's Set 1*
- ★ *Emerging Reader's Set 2*
- ★ *Drawn into the Heart of Reading* Level 2/3

Key Idea: Use a guided reading program.

Math Exploration



Choose **one** math option listed below.

- ★ *Singapore Primary Mathematics 2A/2B* or *3A/3B*
- ★ *Apologia Math Level 2* or *Level 3*
- ★ *Math with Confidence Level 2* or *Level 3*
- ★ Your own math program

Key Idea: Use a guided math program.



Science Exploration

★ Read and complete *Museum of Marvels: Animal Activity Book* p. 12-13, providing as much help to students as needed. Next, have students orally narrate or retell the portion of today's text that was read. Use the following oral narration prompt: *Tell some things you have learned about fish. Then, describe at least one of the fish from p. 13.* Use the *Narration Tips* in the Appendix as needed. Last, help students complete the bottom of p. 37 and the bottom of p. 83 in *Museum of Marvels: Animal Activity Book*.

Key Idea: Fish breathe through gills that take oxygen from water. They have skeletons and often have scales too. Fish use their fins to stay upright, change directions, and stop. Most fish are cold-blooded.

Learning Through History

Focus: The Search for a New Route to Asia

Unit 2 - Day 5

Notebooking



Say, *Use a globe or a world map to help you trace Cabot's voyage from England straight west to the island of Cape Breton, Canada.*

Then, have students open their *Bigger Hearts for His Glory Student Notebook* to "**Section 1**" and turn to Unit 2 – Box 1. Say, *On the map in Unit 2 – Box 1, mark Cabot's route with a purple line. In the 'KEY,' draw a purple line and write 'Cabot, 1497' next to it.*

Say, *Use a globe or a world map to help you trace Cabot's next voyage from England along the coast of North America down to South Carolina. Then, mark this route with a green line on your map in Unit 2 – Box 1 of your Student Notebook. In the 'KEY,' draw a green line and write 'Cabot, 1498' next to it.*

Key Idea: Cabot made several different voyages for the King of England. He did not find Japan, as he had hoped. Cabot was trying to find a quicker way to Asia. The king lost interest when Cabot did not return with gold or spices.

Poetry



Have students get out the poems that they have saved from the previous units. Ask students to select one or more poems to review. Read aloud the selected poems with the students.

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



Bible Study

Read aloud Luke 18:9-14 from your Bible. Ask, *In Luke 18:9, what reason did Jesus give for telling this parable? In Luke 18:11-12 what did the Pharisee say when he prayed? How was his prayer prideful? In Luke 18:13, what did the tax collector say when he prayed? How did his prayer show humility? In Luke 18:14, what did Jesus say about the two men? What can you learn about humility from this parable? How can you be more humble?*

Key Idea: Both Columbus and Cabot struggled with pride. We need to guard against becoming prideful with the talents that God has given us. Each of us has been given talents to use for God's glory, not for our own glory.



Timeline

Have students add to the timeline they assembled from "**Section 3**" of their *Bigger Hearts for His Glory Student Notebook* on Unit 1 – Day 5.

Say, *We read about Columbus. He was born in 1451, so let's find the column that says '1450'. Draw and color a small globe in that column. Write 'Columbus, 1451-1506' under it. 1506 is the year Columbus died in Spain.*

Say, *We also read about Cabot. He was born around 1450, so let's find the column that says '1450'. Draw and color a small fish in that column. Write, 'Cabot, 1450-1499' under it. 1499 is the year Cabot died when he was lost at sea.*

Key Idea: Columbus and Cabot lived during the same time period.



Picture the Past

In the "Table of Dates" on p. 44-45 of *The Discovery of the Americas*, read aloud the entries about Columbus and Cabot between 1492 and 1502. Notice how the two explorers' lives overlap. Next, read aloud "How the Americas Got Their Name" on p. 48 of *The Discovery of the Americas*.

Then, complete the "Picture Study" Activity found on the back of the *Visual History Bookmark*.

Learning the Basics

Focus: Language Arts, Math, and Science

Unit 2 - Day 5



Language Arts

Have students complete **one** of the cursive handwriting options below.

- ★ *Cheerful Cursive* p. 10 **or** *Italic D* half of p. 6

Complete **one** of the English options below.

- ★ *English 2*: Unit 1 - Lesson 10
- ★ *English 3*: Unit 1 - Lesson 9

Key Idea: Practice language arts skills.



Storytime

Read aloud a short portion of the biography that you selected. Have students orally narrate or retell the portion of today's story that you read aloud. Use the *Narration Tips* in the Appendix as needed.

Key Idea: Give students practice retelling a portion of a biography.

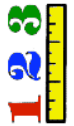


Reading Choices

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

- ★ *Emerging Reader's Set 1*
- ★ *Emerging Reader's Set 2*
- ★ *Drawn into the Heart of Reading* Level 2/3

Key Idea: Use a guided reading program.



Math Exploration

Choose **one** math option listed below.

- ★ *Singapore Primary Mathematics 2A/2B* or *3A/3B*
- ★ *Apologia Math Level 2* or *Level 3*
- ★ *Math with Confidence Level 2* or *Level 3*
- ★ Your own math program

Key Idea: Use a guided math program.



Science Exploration

★ Read *The Wonderful World of Nature* p. 12-13. **Note:** If your students are able to read these pages on their own with ease - have them do so. You may wish to have students practice reading the pages on their own first, and then come to you to read the pages out loud. Or, you could consider paired reading, where you take turns with the students reading the text out loud. If your students are struggling in **any** way with reading the text, then read the whole text aloud to them instead. This is not meant to be a reading practice session! We want the students to enjoy learning about God's wonderful creation!

Next, read and complete p. 45 of the *Museum of Marvels: Animal Activity Book* with the students. Then, have students complete the bottom of p. 47 and all of p. 65 in the *Museum of Marvels: Animal Activity Book*. Give students as much help as needed to successfully complete the assigned pages. An "Answer Key" is provided at the back of the activity book.

Key Idea: Elephants are the largest land mammals. They can find water using their sense of smell and can hear low sounds up to 6 miles away. Elephants live in family groups and care for their young for 10 years.