

# Now, why not take a quick peek at the Preparing Hearts for His Glory Teacher's Guide!

**A** Bible stories interwoven with history stories provide a one-year narrative overview of world history. Activities include questioning according to Bloom's taxonomy, Biblical applications, oral narration practice, and written narration lessons.

**B** Three days per unit are devoted to a meaningful, hands-on project that brings the history story to life. Projects can be completed a little each day or in one session on Day 5.

**F** Students will enjoy the poetry of Robert Louis Stevenson through choral reading, vocabulary, discussion, personal connections, sharing, and recitation of his classic poems.

**G** Grammar lessons are planned using *Rod and Staff English: Level 3 or 4*. Studied dictation is scheduled 3 days in each unit to practice spelling skills. *Drawn into the Heart of Reading* provides 3 days of literature study. The remaining day in each unit is devoted to a creative writing lesson.

**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.

**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](http://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?

**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.

**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.

**Bible Study** T

Read aloud *Pilgrim's Progress: A Poetic Retelling* p. 9 - middle of p. 10. Then, say, *What 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. Tell what you think the Book might be. Tell what you think the Book might be. Tell what you think the Book might be.*

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.

**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.

**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 it, 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.

**C** Picture the past with readings from beautifully illustrated books that pair with history, and train students in needed independence. Oral narration, copywork, drawings, notebook entries, and Biblical connections round out the independent readings.

**H** Each week, an experiment, a notebook entry, questions to answer (including Biblical application), and oral narration practice coordinate with the daily independent readings.

**D** Corresponding read-alouds make history come alive. Activities include oral narration as a character in the story, comparison to historical time periods, Biblical applications, and personal connections.

**I** Each week, read, discuss, and reflect upon *Pilgrim's Progress* and *The Long Road Home*. Memorize and copy *Quest Scripture Card* verses, track your travels on our sticker charts, complete character entries, and learn enduring hymns of truth.

**E** Lessons on research skills, vocabulary, map and globe work, *Indescribable Atlas Adventures*, and timeline entries rotate through the plans each unit. These coordinate with the history stories.

**J** Daily math lessons are scheduled in the Appendix for *Singapore Math 3A/3B* and *4A/4B*. *Math with Confidence* and *Apologia Math* are also choices.

