

Now, why not take a quick peek at the Creation to Christ Teacher's Guide?!!

A Stories of ancient civilizations are woven in and out of a narrative of the Hebrew people to provide a deeper look at the time period from Creation to Christ. Independent follow-up assignments include choice of copywork, research skills, timeline entries, and written narration practice.

B Three days per unit are devoted to an interesting, hands-on project that helps bring the history stories to life. Projects are scheduled to be completed in short segments.

F A daily meeting time led by the parent is spent reading, discussing, and focusing on *The Geography of the Bible Lands* and *The Radical Book for Kids: Exploring the Roots and Shoots of Faith*.

G Grammar lessons are planned using *Rod and Staff English: Level 4 or 5*. Studied dictation is scheduled 3 days each unit to practice spelling skills. *Drawn into the Heart of Reading* provides 3 days of literature study. Two days in each unit focus on writing with *Writing and Rhetoric*.

Learning Through History
Focus: The Beginning of History and of Sin

Unit 1 - Day 1

Reading about History I

Read about history in the following resource:
★ *The Story of the Ancient World: Ch. I-II* p. 19 - middle of p. 22

When God created man He placed him in a garden in Eden. Where could you look to research more about the **Garden of Eden**? Read the Bible passage Genesis 2:8-15 for the most accurate resource on the Garden of Eden.

Answer one or more of the following questions from your research: *Where was the Garden of Eden located? What grew in the garden? Why was man placed in the Garden of Eden? Name the 4 rivers that flowed from the river in Eden. Find the Tigris and Euphrates Rivers in Iraq on a globe. How would a worldwide flood make it hard to know where the Garden of Eden was once located?*

Key Idea: God gave man an eternal spirit.

Storytime T

Choose one of the following read aloud options:
★ *Dinosaurs of Eden* p. 3-11
★ Read at least one biography for the next 16 days of plans (see Appendix for suggestions).

D After the reading, students will give a detailed oral narration. Select one paragraph from the story to read out loud to the students. This will be the starting point for the narration. Set a timer for 3-5 minutes. When the timer rings the narration is over, even if it isn't complete. A detailed, descriptive narration is the goal. See *Narration Tips* in the Appendix as needed.

Key Idea: Use oral narration to retell the story.

History Project S

In this unit you will make a flapbook of the ten generations from Adam to Noah. Fold a white 8 1/2 x 11 sheet of paper in half the long way. Next, use a ruler and a pencil to divide the front of the folded paper into eleven 1" strips. Use a dark marker to write, *Generations* on the top strip. Below that write the following ordinal numbers in order from top to bottom, one per strip: 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th, 9th, 10th. Last, use colored pencils or crayons to lightly draw a scene on the front showing the Garden of Eden. Save your flapbook for Day 2.

Key Idea: Man is made in God's image.

Bible Quiet Time I

Bible Reading: Choose one option below.
★ *The Illustrated Family Bible* p. 22-25
★ Your own Bible: Genesis chapters 1-2

Scripture Focus: Highlight Genesis 1:26-27.

Prayer Focus: Pray a prayer of adoration to worship and honor God. Begin by reading the highlighted verses out loud as a prayer. End by praying, *I worship you Lord for making me in your image. I admire you for...*

Scripture Card 1: Recite Philippians 2:1.
Music: *Philippians 2* Audio: Track 1 (verse 1)

Key Idea: God completed the work of creation in six days. He rested on the seventh day and made it holy. We are part of His creation.

Independent History Study I

★ Listen to *What in the World?* Disc 1, Tracks 1-2: "Welcome to World History" and "Creation". Note for parents: If you are not of the young earth philosophy, you may wish for your student to omit track 2.

Key Idea: Since no one but God was present at creation, the Bible gives the only clear picture of creation.

B **Math Exploration** S

Choose **one** of the math options listed below.
★ *Singapore Primary Mathematics 4A/4B or 5A/5B* (see Appendix for schedules), or *Math with Confidence*, or *Apologia Math*
★ Your own math program

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

Learning the Basics
Focus: Language Arts, Math, Geography, Bible, and Science

Unit 1 - Day 1

Bible Study T

Read aloud and discuss with the students the following pages:
★ *The Radical Book for Kids* - "A Word of Explanation for Adults" and p. 1-4
Note: Parents should read "A Word of Explanation for Adults" on their own to understand the design of the book.

F **Key Idea:** Study the meanings of the word *radical*. Notice connections in the Bible's big story and message from beginning to end. The Bible's big story is of Jesus and why He came.

Poetry I

Open *Paint Like a Poet* to Lesson 1. Read aloud the poem "A Late Walk". On a 3 x 5 index card, neatly copy in black ink or in pencil the following highlighted lines from the poem:
*A tree beside the wall stands bare,
But a leaf that lingered brown,
Disturbed, I doubt not, by my thought,
Comes softly rattling down.*
-Robert Frost

Check your work to make sure it is correctly copied. Then, cut around your copywork. You may choose to outline the edge of the cut-out with a green marker. Save it for Day 3.

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

Language Arts S

Have students complete the first studied dictation exercise (see Appendix for directions and passages).

G 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:
★ *Building with Diligence: Lesson 1*
★ *Following the Plan: Lesson 1*
★ Your own grammar program

Key Idea: Practice language arts skills.

J **Math Exploration** S

Choose **one** of the math options listed below.
★ *Singapore Primary Mathematics 4A/4B or 5A/5B* (see Appendix for schedules), or *Math with Confidence*, or *Apologia Math*
★ Your own math program

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

H **Science Exploration** I

★ Read Genesis 1:11-12. According to Genesis 1:11-12, what did God command the earth to produce or bring forth? Next, read *Nature School: Lessons and Activities to Inspire Children's Love for Everything Wild* p. 11-13. In future lessons, we will refer to this book simply as *Nature School: Lessons and Activities*. Then, read *Nature School: The Workbook* p. 7. From now on, we will refer to this book as *The Workbook*. Last, complete *The Workbook* Activity 001 and Activity 002 using *Nature School: Lessons and Activities* p. 13 for help. **Omit** "Let's Explore!" on the bottom of Activity 002.

Key Idea: Nearly one-third of our planet is covered by forests of trees. Cold, northern regions are boreal forests. Tropical forests thrive close to the equator in warm, humid conditions. Temperate forests flourish in areas where there are seasons, such as cold winters and warm summers. With steady rainfall, temperate forests are home to many trees, animals, shrubs, herbs, and mosses. God created it all!

C **Additional resources that coordinate with the history study** such as audio presentations, copywork of quotes, notebook entries, sketching, and completing a prophecy chart round out the Independent History Study part of the plans.

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D Three read-aloud options (History Interest, Boy Interest, or Girl Interest) give you the freedom to customize the read-alouds to meet your needs. Activities include Biblical connections to Proverbs; and detailed, summary, and creative narrations.

E Daily, students read a Bible story corresponding with the history study, highlight a key verse and pray it, learn the parts of prayer, and memorize part of Philippians 2 with music and Scripture Cards.

H Explore ecosystems, study plants and animals, and tour the human body through full-color readings. Workbook entries, Creature Cards, oral narrations, copywork, Biblical application, and hands-on experiments complete the study.

I Students will enjoy the poetry of Robert Frost and learning about his life as they read, paint, connect, share, and recite his classic poems through *Paint Like a Poet*.

J Daily math lessons are scheduled in the Appendix for *Singapore Math 4A/4B* and *5A/5B*. *Math with Confidence* and *Apologia Math* are also choices.