

# 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. **Copywork:** Have students copy part of the poem each day on Days 1-4 in this unit.

**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.

### 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.

### 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.

### 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.