

# 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.



## Independent History Study I

★ Read *Draw and Write Through History* p. 4-5. Then, open your *Independent History Study 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 2 of the *Independent History Study Notebook*.

Key Idea: The history of Earth began with creation, which shows God's mighty power.

# 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.



## 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.



## Bible Study

T

Say, *Find Psalm 1:1-2 in your Bible. This is the memory selection for this unit. Read the verses out loud. Ask, In Psalm 1:1, what kind of man does it say is blessed? What does it mean to counsel someone? Can a good man still give ungodly counsel? Why is it important to receive counsel from those that are faithful to God? What does it mean to mock or scorn someone? How does living an ungodly life mock or scorn God? What does Psalm 1:2 say is the delight of a Godly man? How does the word of God show us His law? Explain what it means to meditate. Why is it important to meditate on God’s word?* Have students say the verse 3 times, adding hand motions to help remember the words.

✓ *Lead Me to the Rock* CD  
Track 4; Song: “His Delight” (vs. 1-2)

Key Idea: A Godly man is faithful and delights in studying God’s word.



## Math Exploration

S

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

- ★ *Singapore Primary Mathematics 2A/2B, 3A/3B, or 4A/4B*
- ★ 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 the verse, 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.

# Learning through History

**Focus:** Creation to Noah

Unit 1 - Day 2



## Reading about History T

Read about history in the following resource:

★ *Grandpa's Box: Ch. 2 p. 15-20*

After today's reading, read aloud Romans 5:12-21. Ask, *In Romans 5:12, how does it say that sin and death entered the world? What does Romans 5:14 tell you about death and the law? In Romans 5:14, what pattern does it say Adam set that all mankind follows? Have we followed in the pattern of sinfulness? How does the law help us see our sin? Since we are all sinful, we will all die someday, but what gift does Romans 5:15 say we are given? What act of righteousness does Romans 5:18 say brought life to all men? According to Romans 5:20, can we ever be good enough to save ourselves? Then, how does Romans 5:21 say we can be saved?*

Key Idea: Grandpa pointed out to Marc and Amy that God cannot be taken by surprise. He knew Adam and Eve would sin.



## History Project S

Take out the coat of arms that you saved for your shield of faith from Day 1. Choose one or two main colors to brightly color your symbols of faith. Cut out your symbols when you are finished coloring. Save the symbols for Day 3.

Key Idea: We have all sinned like Adam and Eve, so each of us can only be saved by grace through faith in Christ Jesus. Our faith in Jesus is our shield or defense against Satan.



## Storytime T

Read aloud the following assigned passage:

★ Genesis 3:1-24

Ask, *In today's reading, how were people's lives different from your life? What would you have enjoyed or found difficult about living during that time?*

Key Idea: Compare and contrast the historical time period of the reading to your own life.



## Vocabulary T

Open the *Preparing Hearts for His Glory Student Notebook* to "Section 2: Vocabulary" and turn to the Unit 1 "Vocabulary Dictionary" page. The Unit 1 page contains 5 vocabulary words from today's history reading. Choose 3-5 of the vocabulary words to use for today's lesson. First, read the sentence in the *Student Notebook* containing the word. Think about possible meanings. For words labeled "Guess the Meaning," write a "Guess" for the word's meaning in the *Student Notebook*. For all other words, find the word in a dictionary and select the correct meaning. Next, copy the definition from the dictionary on the "Definition" lines in the *Student Notebook*. Then, use the word correctly in a sentence on the "Sentence" lines. Last, draw a picture to show the word's meaning in the white space next to the word in the *Student Notebook*. You may also read the Unit 1 words in context on the following pages in *Grandpa's Box: memorials* (p. 15), *warfare* (p. 16), *allies* (p. 17), *traitor* (p. 17), and *rebelled* (p. 18).

Key Idea: God had a plan for dealing with man's sin. He warned us there would be pain and sadness, but He also promised a Savior.



## Independent History Study I

★ Follow the directions in *Draw and Write Through History* p. 8 to draw and color a dinosaur in Unit 1 – Box 3 of the *Independent History Study Notebook*.

Key Idea: When sin entered the world, death entered the world too. All of creation was affected.

## Learning the Basics

**Focus:** Language Arts, Math, Bible, and Science

Unit 1 - Day 2



### Language Arts

T

Work with the students to complete **one** of the English options listed below:

- ★ *Beginning Wisely*: Lesson 3
- ★ *Building with Diligence*: Lesson 2
- ★ Your own grammar program

Say, *You will be doing a writing activity based on the poem, "The Swing" (see Appendix).* Ask, *What does the child in the poem see as he's going up in the air? What does the child in the poem see as he's looking down?* At the top of a markerboard or a paper, make 2 columns: "*Going Up in the Air*" and "*Coming Down*". Ask students to look out the window and imagine they are swinging in the yard. Ask, *What would you see on the way up in the air?* Write down the students' ideas. Repeat the activity for "*Coming Down*".

Say, *You will use the list we made to help you rewrite lines 7, 8, 9, and 10 of "The Swing".* Read the first 6 lines of the poem together. On paper, write, "     and      and      and all". This will be line 7. Have students fill in the blanks with 3 things from the list that they would see on the way up. For line 8, have students write one more thing they would see. For line 9, write "Till I look down on the     ". Have students fill in the blank with something from the list that they would see on the way down. For line 10, write, "Down on     ". Have students fill in the blank with one more thing they would see on the way down.

Read the poem with the new lines. Students may copy or type the changed poem if desired.

Key Idea: Write creatively from classic poetry.



### Bible Study

T

Have students say Psalm 1:1-2 using the hand motions they added on Day 1. Say, *A mood is a feeling, a sensation, or a state of mind. What is the mood of Psalm 1:1-2?* (Some examples of moods include frightened, worried, happy, peaceful, hopeful, sad, unhappy, angry, thankful, prayerful, joyful, and lonely.) Ask, *When would this Psalm help you, or when would you go to this Psalm?* (i.e. as a reminder of whom to seek counsel from, to know that we must seek God's word when making a decision, to assure us of what is right in God's eyes, to remind us of the right attitude to have as we study God's word.) Last, pray with your children that they will delight in the word of the Lord and desire His word more and more. Pray that if they need counsel they will seek out Christians and that they may enjoy God's favor.

✓ *Lead Me to the Rock* CD  
Track 4; Song: "His Delight" (vs. 1-2)

Key Idea: The Psalms reflect the many emotions and moods we have. They are a wonderful place to seek counsel from the Lord.



### Math Exploration

S

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

- ★ *Singapore Primary Mathematics 2A/2B, 3A/3B, or 4A/4B*
- ★ Your own math program

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



### Science Exploration

S

★ Read *One Small Square: Arctic Tundra* p. 6-7. Orally retell or narrate to an adult the portion of text that you read today. Use the *Narration Tips* in the Appendix for help as needed.

Key Idea: In the Arctic tundra, animals and plants need special adaptations to stay alive. Even trees do not grow to their full-size on the frozen tundra.

# Learning through History

Focus: Creation to Noah

Unit 1 - Day 3



## Reading about History T

Read about history in the following resource:

★ *Grandpa's Box: Ch. 3 p. 21-26*

After today's reading, 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 Cain and Abel were born, Satan used Cain's sinful nature to stir up hatred for Abel. God spoke to Cain about his anger and warned him that it could destroy him. Did Cain listen?



## Storytime T

Read aloud the following assigned passage:

★ Genesis 4:1-15

Ask, *In what does the main character place his faith? How would the story be different if the main character put his faith in God? Share a character, a story, or a verse from the Bible that you are reminded of by today's reading.*

Key Idea: Share a Biblical connection.



## History Project S

Get the symbols you cut out for your shield of faith on Day 2. A coat of arms often used a contrasting color for the background to make the design really stand out. To see which combinations of colors contrast the most, set out the following 6 colored sheets of paper: blue, green, red, orange, yellow, and purple. Place your symbols in the center of each sheet of paper until you narrow your choices down to the three best contrasting colors. Then, choose the colored background you like the best. Once you have selected the color for the background, cut it out in the shape of a shield. Glue on your symbols. You have created a coat of arms. Glue your coat of arms on a larger piece of paper or tagboard cut in the shape of a shield. Add a handle out of paper or tagboard to the back.

Key Idea: Cain should have listened when God warned him. Do we listen when we are wrong?



## Geography S

You will need a globe or a world map for the geography lessons this year. Each unit will feature geography quick finds and questions related to the day's history reading. One review quick find will also be included each unit for extra practice on key concepts.

Using a map or globe, have an adult help you find the location of the city where you were born. Answer the following questions: *In what state or province is the city where you were born located? In what country is it located? On what continent is it found?*

Review the following concept: *Point to and name the 7 continents.*

Key Idea: Grandpa remembered the special day when Amy and Marc's father was born. Adam and Eve must have always remembered the day their first son, Cain, was born. God knew the date and place of your birth before you were ever born.



## Independent History Study I

★ In Unit 1 – Box 4 of the *Independent History Study Notebook*, copy in cursive the **first** paragraph of *Draw and Write Through History* p. 12. You will copy the other two paragraphs from *Draw and Write Through History* on a different day.

Key Idea: God had a plan for all of creation. It did not happen accidentally. God is in control.

# Learning the Basics

**Focus:** Language Arts, Math, Bible, and Science

Unit 1 - Day 3



## Poetry

T

Read aloud with the students the poem “*The Swing*” (see Appendix). Say, *Describe a time you have been somewhere like this or felt like this. What can you learn about the poet, Robert Louis Stevenson, from the poem? Say, Did you know, Robert Louis Stevenson was a sickly child and often had to stay in bed? He longed to be outside, playing in the carefree way he describes in his poems. Have the students read the poem again on their own.*

Key Idea: Read and appreciate classic poetry.



## Language Arts

S

Have students complete one 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 4

★ *Building with Diligence*: Lesson 3

★ Your own grammar program

Key Idea: Practice language arts skills.



## Bible Study

T

Say, *You will be having your own quiet time with God today. Choose a quiet place for this special time, where you can be alone with God. Then, do the following things:*

1. Read Psalm 1:1-2 in your Bible.
  2. Pray about the Psalm using the following beginning for your prayer: *Thank you for placing Godly people in my life like \_\_\_\_\_ . I know that you call men and women blessed who \_\_\_\_\_ . Help me to \_\_\_\_\_ .*
  3. Recite Psalm 1:1-2 using the hand motions you added on Day 1.
  4. Sing Psalm 1:1-2 along with the CD at the end of your quiet time.
- ✓ *Lead Me to the Rock* CD  
Track 4; Song: “His Delight” (vs. 1-2)

Key Idea: You can have a close relationship with God when you delight in the study of His word and seek to do His will.



## Math Exploration

S

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

★ *Singapore Primary Mathematics 2A/2B, 3A/3B, or 4A/4B*

★ Your own math program

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



## Science Exploration

I

★ Read *One Small Square: Arctic Tundra* p. 8-9. Write the answer to each numbered question on lined paper. You do not need to copy the question. Use the listed page to help you answer each question.

1. What do the hares’ and the birds’ bodies grow to prepare them for cold weather? (p. 9)
2. How do white fur and white feathers protect the animals? (p. 9)
3. Make a sketch of a Ptarmigan’s foot. (p. 8)
4. Describe what makes a ptarmigan’s foot special. (p. 8)
5. What does Job 12:7-10 say you can learn from the animals, birds, and fish?

Key Idea: The arctic animals have adaptations like white fur and white feathers to camouflage them.

## Learning through History

Focus: Creation to Noah

Unit 1 - Day 4



### Reading about History T

Read about history in the following resource:

★ *Grandpa's Box: Ch. 4 p. 27-32*

After today's reading, say, *On Day 4 of each unit, you will be writing a narration about part of the day's history reading. Reread Grandpa's Box from the second paragraph on p. 30 to the bottom of p. 31 (on your own if possible) to recall the details.*

After students have finished reading the passage, ask them the questions below. If the students do not know the answers, help them find the answers in the passage they just read. Ask, *In order to make a new start, what did God send on earth? Why did God send a flood to cover the earth? What reason is given for God saving Noah? How did God save Noah and his family? In what way is Jesus like the ark? What promise did God keep through Noah?*

After the questions have been answered, have students dictate a one to three sentence narration about the main idea of the reading. Write the sentences on a markerboard or paper. Direct the students to read the sentences out loud. Ask, *Did you include who the reading was mainly about? Did you include what important thing(s) happened? Did you include how it ended? If not, how could you add those things?*

Next, have students open their *Preparing Hearts for His Glory Student Notebook* to "Section 1: Written Narrations". In Unit 1 – Box 2 of that section, have students copy the sentences that they dictated to you.

Key Idea: When God sent the flood to wipe out mankind, He gave all sinners a chance to be saved. But, no one believed except Noah.



### Storytime T

Read aloud the following assigned passage:

★ *The True Story of Noah's Ark p. 4-21*  
Say, *Transport yourself back to the time of this story. Become one of the characters. Tell me what you see and do. (Make sure to use the word, "I", and to tell only what happened in today's reading.)*

Key Idea: Practice oral narration skills.



### Timeline S

Open the *Preparing Hearts for His Glory Student Notebook* to "Section 3: Timeline". You will use the "Timeline Cards" to make a staircase timeline like the one shown on p. xvii of *A Child's History of the World*. Each row of cards will represent a part of history. You may **either** tape your cards to the back of a door to display your timeline **or** tape the cards side-by-side to each other and accordion-fold them to store. Plan for 7 rows of cards. Each row will have 8-10 cards. Rows will need to be angled to fit properly on a door. Cut out the timeline card for Unit 1 from the *Student Notebook*. Draw and color a tree on the card labeled, *Creation*. On the card, write, (*approximately 4000 B.C.*). Note: If you are not of the young earth philosophy, you may wish to omit the date on the card. This may be a good time to discuss your family's view on the age of the earth. Either tape the card to the back of a door (near the bottom of the door and on the left side) **or** store your card in a ziploc bag.

Key Idea: As time passed, man became more and more sinful, until God decided to destroy His Creation. But, God kept Noah faithful.



### Independent History Study I

★ Follow the directions on p. 9-10 of *Draw and Write Through History* to draw people in Unit 1 – Box 5 of the *Independent History Study Notebook*. Wait to color your drawing until next time.

Key Idea: The Bible says that man is created in the image of God. That makes us very special.

## Learning the Basics

**Focus:** Language Arts, Math, Bible, and Science

Unit 1 - Day 4



### Poetry

T

Read aloud with the students the poem “*The Swing*” (see Appendix). Have students share this poem in a special way. Suggestions for sharing the poem include recording it to play for someone, reading it to someone on the telephone, photocopying the poem and adding illustrations, reading it to someone at home, putting the poem to a melody and singing it, using an instrument to tap out the meter or rhythm of the poem while reading it, or copying the poem on paper.

Key Idea: Share a variety of classic poetry.



### Bible Study

T

Have students say Psalm 1:1-2 using the hand motions from Day 1. Have students copy in cursive Psalm 1:1-2 onto a clean page in their *Common Place Book*. Students should leave the rest of the page blank to add to next week. Note: A *Common Place Book* is often a bound composition book with lined pages. It provides a common place to copy anything that is timeless, memorable, or worthy of rereading. It is for copying text and not for original writing. Bible verses, classic poetry, and passages from excellent literature with beautiful or vivid wording are often included. Students will add to the *Common Place Book* throughout the year.

✓ *Lead Me to the Rock* CD  
Track 4; Song: “His Delight” (vs. 1-2)

Key Idea: Copy in cursive a portion of a Psalm.



### Language Arts

S

Have students complete one dictation exercise.

Guide students to complete one reading lesson.

★ *Drawn into the Heart of Reading*

Help students complete **one** English lesson.

★ *Beginning Wisely*: Lesson 5

★ *Building with Diligence*: Lesson 4

★ Your own grammar program

Key Idea: Practice language arts skills.



### Math Exploration

S

Choose **one** math option listed below.

★ *Singapore Primary Mathematics 2A/2B, 3A/3B, or 4A/4B*

★ Your own math program

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



### Science Exploration

I

★ Read *One Small Square: Arctic Tundra* p. 10-11. Use the same binder or sketchbook you have chosen for science notebooking. Make a science experiment section. At the top of a blank page, write: *How do layers help to keep animals warm?* Under the question, write: ‘Guess’. Write down your guess.

Run hot water from a faucet into a cup. Place 2 coins in the hot water for 2 minutes. While the coins are heating, get out 2 ziploc bags. Place a wadded up tissue inside one bag. Leave the other bag empty. Fill a sink partway with cold water. Next, pour the hot water off of the coins. Place one coin in each bag, making sure one coin is inside the wadded up tissue. Zip both bags closed and place them in the cold water for 5 seconds. Take the bags out. Open the bags and feel each coin. What do you notice? Why would the coin without the tissue be colder? Next, on the paper write: ‘Procedure’. Draw a picture of the experiment. At the bottom of the paper, write: ‘Conclusion’. Explain what you learned from the experiment.

Key Idea: In the Arctic, animals like the musk ox and tundra birds have layers to help trap their body heat.