

Unit: #1 – Ancients

Week: 1/6

History Theme: Old Testament

Science Theme: Creation – Days 1 and 2

BOOK LIST

Independent:

Song of Creation by Paul Goble **(SC)** ISBN 0802852718

Note: If your student is not reading independently yet, simply read this book together.

Listening:

A Child's Story Bible by Catherine Vos **(CSB)** ISBN 0802850111

Note: We won't have time in this unit to read the entire Children's Bible, but selections are used in weeks 1-2 and in 2nd grade as well.

Read Together:

Aesop for Children by Milo Winter **(AC)** ISBN 0528821342

Note: Explain to your student that Aesop actually lived in Ancient Greece about 600 years before Christ (toward the end of the OT times), but you will be reading his stories throughout this unit. Be sure to discuss the morals following each and explain that these stories were used to teach both children and adults during Ancient times. If your child is able to read on this level independently, let him read portions or all of the stories by himself. However, always discuss the fables to be sure that he understands the purpose.

The Bible (use the translation with which you're most comfortable)

Reference Books & Materials

If you own a Train up a Child Publishing [Primary Unit Program](#), read the Teacher's Overview for this unit.

The Holy Bible (your preferred translation)

Big Book of Books by Dinah Zike (published by Common Sense Press)

- world map and globe
- multi-colored 8.5 x 11 paper
- colored pencils or crayons
- scissors
- Playdough™ or modeling clay (multiple colors)
- Scrabble™ or letter tiles

Unit Themes/Objectives

History Theme: Old Testament (1 of 2 weeks)

History Objectives

- View God as the designer of history and time
- Understand the following sequential main OT people and events up to Egypt: Creation, the Fall, and Noah and the Flood

Science Theme: Creation— Days 1 and 2 (1 of 2 weeks)

Science Objectives

- View God as creator of the universe and all it contains.
- Define science
- Understand creation (Days 1 and 2) including secondary objectives of
 - Light and darkness
 - Sky and water

Language Arts Objectives

- Learn capitalization at the beginning of sentences
- Learn capitalization when using “I” as a word

Fine Arts Objectives

- View God as creator and lover of all things beautiful
- Examine poetry: Creation and Psalms

Project

- Begin designing a lapbook on the days of Creation

History/Reading/Geography		
Day 1	<p><i>Reading:</i> AC - "The Wolf and the Kid" CSB - pp 1 - 4 SC - read ½ book</p>	<p><i>Globe/Map Skills/Timeline/Discussion:</i> Explain that history began when God created the earth and everything in it. It is essential that your student understand the Bible is history and not "stories."</p>
	<p><i>Poetry/Fine Arts:</i> Read Psalm 8:1-2. Discuss how the Psalms were the poetry of Ancient times.</p>	<p><i>Projects:</i> none</p>
Day 2	<p><i>Reading:</i> AC - "The Tortoise and the Ducks" CSB - pp 5 - 8 SC - read ½ book</p>	<p><i>Globe/Map Skills/Timeline/Discussion:</i> Examine a globe and world map with your student. Discuss how they are similar and how they are different. Point out situations when each would be most appropriate to use. (It would be difficult to travel with a globe. A globe is more accurate when viewing the world as it is a similar shape and not flat.)</p>
	<p><i>Poetry/Fine Arts:</i> Read Psalm 8:3-4. See project #3.</p>	<p><i>Projects:</i> none</p>
Day 3	<p><i>Reading:</i> AC - "The Young Crab and His Mother" and "The Frogs and the Ox" CSB - pp 9 - 11</p>	<p><i>Globe/Map Skills/Timeline/Discussion:</i> On the world map (it will be easier to read), have your student point out the different land masses and bodies of water. Note how they look different so we can distinguish them.</p>
	<p><i>Poetry/Fine Arts:</i> Read Psalm 8:5-8. Discuss how God views man in creation.</p>	<p><i>Projects:</i> none</p>
Day 4	<p><i>Reading:</i> AC - "The Dog, the Cock and the Fox" CSB - pp 12 - 13</p>	<p><i>Globe/Map Skills/Timeline/Discussion:</i> Language arts tie-in – show your student how land and bodies of water names are capitalized because they are proper nouns.</p>
	<p><i>Poetry/Fine Arts:</i> Read Psalm 8:9. Point to this verse as praising God and have your student come up with words that praise God.</p>	<p><i>Projects:</i> none</p>
Day 5	<p><i>Reading:</i> AC - "Belling the Cat" CSB - pp 14 - 17</p>	<p><i>Globe/Map Skills/Timeline/Discussion:</i> none</p>
	<p><i>Poetry/Fine Arts:</i> Reread all of Psalm 8 with your student.</p>	<p><i>Projects:</i> none</p>

Science		Memory Work
<p><i>Reading:</i></p> <p>none</p>	<p><i>Discussion:</i> The meaning of science: identifying, observing, describing, experimenting, and documenting (writing) God's creation. Discuss what each of the bolded terms mean.</p>	<p><i>And God said, "Let there be light," and there was light. God saw that the light was good, and He separated the light from the darkness.</i> Genesis 1:3-4</p>
<p><i>Projects/Experiments:</i> Day and night – observe the differences; create a list of brainstormed words to describe each.</p>		
<p><i>Reading:</i> Genesis 1:1-5 (use a regular Bible for science rather than a children's Bible).</p>	<p><i>Discussion:</i> Who created night and day? How did God describe light?</p>	<p>Practice Genesis 1:3-4</p> <p><u>Science sentence:</u> Day 1 – God created day and night.</p>
<p><i>Projects/Experiments:</i> Day and night mini-book – see directions for project 1.</p>		
<p><i>Reading:</i></p> <p>none</p>	<p><i>Discussion:</i> How important is air to man? What about water? Is it very important to us? Why?</p>	<p>Practice Genesis 1:3-4 Practice Bible verse and science sentence.</p>
<p><i>Projects/Experiments:</i> Sky and water – observe the differences, create a list of brainstormed words to describe each. Emphasize of the use of your senses.</p>		
<p><i>Reading:</i> Genesis 1:6-10.</p>	<p><i>Discussion:</i> Why did God create the sky? God saw it was _____? (end of v. 10) How did God view his own creation?</p>	<p>Practice Genesis 1:3-4</p> <p><u>Science sentence:</u> Day 2 – God created the sky and water.</p>
<p><i>Projects/Experiments:</i> Sky and water mini-book – see directions for project 2.</p>		
<p><i>Reading:</i> (Review) Have your student read through the mini-books created this week and explain in his own words what God created in the first two days of Creation.</p>	<p><i>Discussion:</i> Discuss the definitions of the following words: science, expanse and formless.</p>	<p>Recitation of Genesis 1: 3-4 and science sentences.</p>
<p><i>Projects/Experiments:</i></p> <p>none</p>		

Narration/Copy Work/ Writing/Dictation	Grammar/ Writing Skills	Vocabulary/ Spelling
<p>Have your student copy Genesis 1:3 neatly. Be sure to have the verse in the handwriting that you want him to model for copying purposes. Correct any errors and review immediately.</p>	<p>Capitalization at the beginning of sentences. After reading <i>Song of Creation</i> today, go back and point out how each sentence starts with a capital.</p>	<p>For this week, there is only science vocabulary.</p> <p>Orally spell these words with your student, having him repeat the spellings after you: day, light, good, man, sky, sea.</p>
<p>Your student should copy the spelling words from yesterday, saying each letter as he writes them.</p>	<p>With your student, compare his copy work from yesterday and his spelling list. Point out how the spelling words don't need to be capitalized because they are just a list of common words. Note the capitalization in the copy work at the beginning of the sentences.</p>	<p>none</p> <p>Using Scrabble™ or letter tiles, your student should make each of the spelling words and say each letter as he makes them.</p>
<p>Have your student copy Genesis 1:4 neatly. Be sure to have the verse in the handwriting that you want him to model for copying purposes. Correct any errors and review immediately.</p>	<p>Punctuation, such as a period or question mark, tells us when a sentence ends. Using <i>A Children's Story Bible</i>, look for examples of ending punctuation with your student. Point out how he should not put periods after single words that are listed, like his spelling words.</p>	<p>none</p> <p>Ask your student to make as many of the words as possible from memory with the letter tiles. Have your student practice the words that he can't yet remember how to spell.</p>
<p>Your student should copy the spelling words for this week, saying each letter as he writes them.</p>	<p>Discuss the three different ending punctuation marks and why we use each: a period for a statement, a question mark for a question, and an exclamation point to show emotion.</p>	<p>none</p> <p>Continue practicing with letter tiles any words that haven't been mastered.</p>
<p>Dictate each of the spelling words to your student and have him write them from memory.</p>	<p>Have your student copy the two writing rules for this week:</p> <ol style="list-style-type: none"> 1. Sentences begin with capital letters. 2. Punctuation tells us when a sentence ends. <p>Consider having your student keep a spiral or other notebook compiling the rules for this year.</p>	<p>See directions for science vocabulary.</p> <p>See dictation directions.</p>

Project Directions

1. Day and Night mini-book: Using the directions for a “Large Matchbook” on page 26 of *The Big Book of Books*, have your student fold the paper into the matchbook. Your student will be making a mini-book for each day of Creation, so you may want to have him use a variety of colored papers for the different days. On the one inch tab at the bottom, have your student write neatly “Day 1.” Have your student illustrate day and night on the front cover (a simple dividing line with one half colored black is appropriate). Make sure that your student does not draw a sun and a moon as these were created on different days. On the inside of the mini-book, has your student neatly write (you may want to draw straight lines or have your student write on paper and adhere that to the mini-book afterward) the following:

God called the light "day," and the darkness He called "night." And there was evening, and there was morning—the first day. Genesis 1:5

Set this mini-book aside for now. Your student will combine the mini-books to make a lapbook in this unit.

2. Sky and Water mini-book: Create a mini-book as instructed with project #1. Again, have your student write neatly “Day 2” on the one inch tab, then illustrate the sky and water (do not include animal, man or plant life as they were not created yet) on the cover. The verse for the inside of this book is as follows:

And God made the expanse and separated the waters that were under the expanse from the waters that were above And God called the expanse Heaven (or sky). And there was evening and there was morning, the second day. Genesis 1:7-8

3. With His Fingers Art Project: Using clay or Playdough™, have your student make his own creation. It might be a new animal or plant. Discuss how Psalm 8 talks about God creating the heavens, moon and sun with “His fingers” and how impossible it is for man to truly *create* anything like God does. We make things out of *something*, but God created the universe from *nothing*. All of our creative ideas come from Him, our Creator.

Unit: #1 – Ancients

Week: 2/6

History Theme: Old Testament

Science Theme: Creation – Days 3-7

BOOK LIST

Independent:

Aesop for Children by **(AC)** Milo Winter ISBN 0528821342

Note: If your child is able to read on this level independently, let him read portions or all of the stories by himself. However, always discuss the fables to be sure that he understands the purpose.

Listening:

A Child's Story Bible by Catherine Vos **(CSB)** ISBN 0802850111

Read Together:

Song of Creation by Paul Goble **(SC)** ISBN 0802852718

SUPPLY LIST/RESOURCE BOOKS

Big Book of Books by Dinah Zike

- world map and globe
- colorful note cards (3x5 or 4x6) *Note: you'll need a large number of these cards for each unit, so buy in multi packages to save money.*
- colored pencils or crayons
- assorted colored paper
- scissors
- glue or glue stick
- 2 file folders (may be plain or colored)

Unit Themes/Objectives

History Theme: Old Testament (2 of 2 weeks)

History Objectives

- Understand God's hand in all events and activities of man.
- Understand the following sequential main OT people and events up to Egypt: Abraham and the Nation of Israel, and Jacob.

Science Theme: Creation— Days 3 through 7 (2 of 2 weeks)

Science Objectives

- Learn about Creation (Days 3-7) including secondary objectives of
 - Dry land, seas and plants
 - The sun, moon and stars
 - Sea Creatures and Birds
 - Animals and people
 - Resting and sleeping

Language Arts Objectives

- Capitalize the names of people and places
- Punctuate the end of sentences

Fine Arts Objectives

- Learn about poetry, specifically the book of the Psalms

Projects

- Continue designing a lapbook on the days of Creation

History/Reading/Geography		
Day 6	<p><i>Reading:</i> AC - "The Eagle and the Jackdaw" and "The Boy and the Filberts" CSB - pp 19 - 22 SC - read first ½ book again</p>	<p><i>Globe/Map Skills/Timeline/Discussion:</i> Use Bible maps or go to http://www.ebibleteacher.com/imagehtml/otmaps.html#Abraham's Journey for simple colored maps to show your student the journeys of Abraham.</p>
	<p><i>Poetry/Fine Arts:</i> Read Psalm 100:1 - 2. Focus on the commands in these verses: shout, worship, come before. Discuss how we do these things in our lives for the Lord.</p>	<p><i>Projects:</i> none</p>
Day 7	<p><i>Reading:</i> AC - "Hercules and the Wagoner" and "The Kid and the Wolf" CSB - pp 23 - 26 SC - read last ½ book</p>	<p><i>Globe/Map Skills/Timeline/Discussion:</i> none</p>
	<p><i>Poetry/Fine Arts:</i> Read Psalm 100:3. Discuss God as our Creator, "It is He who made us."</p>	<p><i>Projects:</i> none</p>
Day 8	<p><i>Reading:</i> AC - "The Town Mouse and the Country Mouse" CSB - pp 27 - 31</p>	<p><i>Globe/Map Skills/Timeline/Discussion:</i> none</p>
	<p><i>Poetry/Fine Arts:</i> Read Psalm 100:4. Discuss how we should approach God every day.</p>	<p><i>Projects:</i> none</p>
Day 9	<p><i>Reading:</i> AC - "The Fox and the Grapes" and "The Bundle of Sticks" CSB - pp 32 - 36</p>	<p><i>Globe/Map Skills/Timeline/Discussion:</i> Use Bible maps or go to http://www.ebibleteacher.com/imagehtml/otmaps.html#Abraham's Journey for simple colored maps to show your student the wanderings of Jacob and his journey to Egypt.</p>
	<p><i>Poetry/Fine Arts:</i> Read Psalm 100:5. What does God promise us? What kind of God is He?</p>	<p><i>Projects:</i> none</p>
Day 10	<p><i>Reading:</i> AC - "The Wolf and the Crane" CSB - pp 37 - 41</p>	<p><i>Globe/Map Skills/Timeline/Discussion:</i> See project #6 for an activity to review timeline events up to this point.</p>
	<p><i>Poetry/Fine Arts:</i> Reread the entire Psalm 100 with your student. Often a Psalm was put to music. Have your student use an instrument and/or his voice to put Psalm 100 or one of the verses to music. ¹</p>	<p><i>Projects:</i> none</p>

¹You might also try using a familiar tune like "Mary Had a Little Lamb" to sing one or more of the verses. That tune works with both verses 1 and 2.

Science		Memory Work
<p><i>Reading:</i> Genesis 1:11-13</p>	<p><i>Discussion:</i> Review the meaning of science: identifying, observing, describing, experimenting, and documenting (writing) God's creation. <i>What did God create on this day? Can we create those things? Discuss the difference between creating a plant and growing it based on God's design.</i></p>	<p><i>So God created man in His own image, in the image of God He created him; male and female He created them. Genesis 1:27</i></p> <p><u>Science sentence:</u> Day 3 – God created dry land, seas and plants.</p>
<p><i>Projects/Experiments:</i> Dry land, Seas and Plants mini-book – see directions for project 1.</p>		
<p><i>Reading:</i> Genesis 1:14-19.</p>	<p><i>Discussion:</i> What did God create on Day 4? Why do you think He made a greater light for the day and a lesser light for the night? What do we call the four seasons that God made? Did you know that the seasons are affected by the sun and moon? (We'll learn more about this in a later unit.)</p>	<p>Practice Genesis 1:27.</p> <p><u>Science sentence:</u> Day 4 – God created the sun, moon, stars and seasons.</p>
<p><i>Projects/Experiments:</i> Sun, Moon and Stars mini-book – see directions for project 2.</p>		
<p><i>Reading:</i> Genesis 1:20-23.</p>	<p><i>Discussion:</i> What are your favorites that God created on this day? Could you imagine if God had not created birds and sea creatures?</p>	<p>Practice Genesis 1:27.</p> <p><u>Science sentence:</u> Day 5 – God created sea creatures and birds.</p>
<p><i>Projects/Experiments:</i> Sea Creatures and Birds mini-book – see directions for project 3.</p>		
<p><i>Reading:</i> Genesis 1:24-31.</p>	<p><i>Discussion:</i> God seemed especially busy on Day 6! What did He create? In whose image was man created? Did God create any other creature in His image? What is man's job in relationship to creation?</p>	<p>Practice Genesis 1:27.</p> <p><u>Science sentence:</u> Day 6 – God created animals and man.</p>
<p><i>Projects/Experiments:</i> Man and animals mini-book – see directions for project 4.</p>		
<p><i>Reading:</i> Genesis 2:1-2.</p>	<p><i>Discussion:</i> After His mighty Creation, what did God do on Day 7? Do you think He was really tired? God was modeling for man what He wanted Him to do at the end of each week...rest and set aside that day as Holy.</p>	<p><u>Science sentence:</u> Day 7 – God established a special day of rest and worship. Recitation of all science sentences and Genesis 1:27.</p>
<p><i>Projects/Experiments:</i> Rest mini-book – see directions for project 5. Put mini-books into lapbook.</p>		

Narration/Copy Work/ Writing/Dictation	Grammar/ Writing Skills	Vocabulary/ Spelling
<p>Have your student copy Genesis 1:27 neatly. Be sure to have the verse in the handwriting that you want him to model for copying purposes. Correct any errors and review immediately.</p>	<p>Review capitalization at the beginning of sentences and ending punctuation. Introduce capitalization of proper nouns, such as people's names and place names. Point out that we always capitalize God's name and any words that rename Him, as well as our own names.</p>	<p>No vocabulary this week.</p> <hr/> <p>Orally spell these words with your student, having him repeat the spellings after you: I, God, ram, back, lamb, drag, last, bad, sank, an.</p>
<p>Your student should copy the spelling words from yesterday, saying each letter as he writes them.</p>	<p>With your student, find names and places from the pages you have read in <i>A Children's Story Bible</i>. Discuss why these are capitalized. It is essential that your student see that authors use the same writing rules as students.</p>	<p>none</p> <hr/> <p>Note that the last seven spelling words have the short "a" sound. Review this sound with your student. Using Scrabble™ or letter tiles, your student should make each of the spelling words and say each letter as he makes them.</p>
<p>Have your student copy the following selection from <i>Belling the Cat</i>.</p> <p>"I have a plan that seems very simple, but I know it will be successful. All we have to do is to hang a bell around the Cat's neck." Correct any errors and review immediately.</p>	<p>When we use the letter "I" by itself as a word, we always capitalize it. Using <i>The Aesop for Children</i>, have your student find "I" as a word in any of the following stories: <i>Belling the Cat</i>, <i>The Kid and the Wolf</i>, and/or <i>The Town Mouse and the Country Mouse</i>.</p>	<p>none</p> <hr/> <p>The last eight spelling words were selected from Aesop's fables, <i>The Eagle and the Jackdaw</i> and <i>Hercules and the Wagoner</i>. Have your student locate the words in the stories and then cover each, and try to spell them from memory.</p>
<p>Your student should copy the creation science sentences from the last two weeks. You might consider having a special section for science sentences in your student's notebook.</p>	<p>Today, let your student choose some of his books to find examples of the capitalization rules from the last two weeks and examples of different ending punctuation.</p>	<p>none</p> <hr/> <p>Continue practicing with letter tiles any words that haven't been mastered. Make sure your student is saying the letters as he spells.</p>
<p>Dictate each of the spelling words to your student and have him write them from memory.</p>	<p>Have your student copy the rules:</p> <ol style="list-style-type: none"> 1. People's names and places are capitalized. 2. The letter "I" is capitalized when it is used alone as a word. 	<p>No vocabulary this week.</p> <hr/> <p>See dictation directions.</p>

Project Directions

1. Dry land, Seas and Plants mini-book: Using the directions for a "Large Matchbook" on p. 26 of *The Big Book of Books*, have your student fold the paper into the matchbook. On the one inch tab at the bottom, have your student write neatly "Day 3". Have your student illustrate land, seas and plants on the front cover. (Plants can be grass, trees, etc.) On the inside of the mini-book, have your student neatly write (you may want to draw straight lines or have your student write on paper and adhere that to the mini-book afterward) the following:

God called the dry ground "land," and the gathered waters He called "seas." And God saw that it was good. Then God said, "Let the land produce vegetation: seed-bearing plants and trees on the land that bear fruit with seed in it, according to their various kinds." Genesis 1:10-11

Set this mini-book aside for now. Your student will combine the mini-books to make a lapbook in this unit.

2. Sun, Moon and Stars mini-book: Using the directions for a "Large Matchbook" on p. 26 of *The Big Book of Books*, have your student fold the paper into the matchbook. On the one inch tab at the bottom, have your student write neatly "Day 4." Have your student illustrate the sun, moon and stars on the front cover or he could do the four seasons of the year. On the inside of the mini-book, have your student neatly write (you may want to draw straight lines or have your student write on paper and adhere that to the mini-book afterward) the following:

And God said, "Let there be lights in the expanse of the sky to separate the day from the night, and let them serve as signs to mark seasons and days and years." Genesis 1:14

Set this mini-book aside for now. Your student will combine the mini-books to make a lapbook in this unit.

3. Sea Creatures and Birds mini-book: Using the directions for a "Large Matchbook" on p. 26 of *The Big Book of Books*, have your student fold the paper into the matchbook. On the one inch tab at the bottom, have your student write neatly "Day 5." Have your student illustrate sea creatures and birds on the front cover. On the inside of the mini-book, have your student neatly write (you may want to draw straight lines or have your student write on paper and adhere that to the mini-book afterward) the following:

And God said, "Let the water teem with living creatures, and let birds fly above the earth across the expanse of the sky." Genesis 1:20

Set this mini-book aside for now. Your student will combine the mini-books to make a lapbook in this unit.

4. Land Animals and Man mini-book: Using the directions for a "Large Matchbook" on p. 26 of *The Big Book of Books*, have your student fold the paper into the matchbook. On the one inch tab at the bottom, have your student write neatly "Day 6." Have your student illustrate animals and humans on the front cover. On the inside of the mini-book, have your student neatly write (you may want to draw straight lines or have your student write on paper and adhere that to the mini-book afterward) the following:

So God created man in His own image, in the image of God He created him; male and female He created them. Genesis 1:27

Set this mini-book aside for now. Your student will combine the mini-books to make a lapbook in this unit.

5. Rest mini-book: Using the directions for a "Large Matchbook" on p. 26 of *The Big Book of Books*, have your student fold the paper into the matchbook. On the one inch tab at the bottom, have your student write neatly "Day 7". Have your student illustrate Sunday (going to church, worship, time with family) on the front cover. On the inside of the mini-book, have your student neatly write (you may want to draw straight lines or have your student write on paper and adhere that to the mini-book afterward) the following:

And God blessed the seventh day and made it holy, because on it He rested from all the work of creating that He had done. Genesis 2:3

Follow the direction for "Creating Lapbooks" (following this page) to make a file folder lapbook with your student. Have him adhere all of the mini-books into the lapbook and decorate the lapbook cover. As well, over the next few weeks, have him share his lapbook with friends and family, explaining the Seven Days of Creation. Give him a big hug for completing his first major 1st grade project! ☺

6. This activity will help you evaluate whether your student has a clear picture of the history studied up to Joseph. Using colorful note cards (colors help many students remember), label each of the following on a note card: 7 days of creation, Adam and Eve, Noah and the Flood, The Tower of Babel, Abraham, Isaac, Jacob. Mix up the note cards and have your student place them in order from the beginning of history. For every card your student gets correct, let him decorate the card relative to the person or event. Repeat this activity until you know your student has mastered these timeline points. Save the cards to add to new cards that you will make in future weeks.
Variations: 1. You place the cards out of order and have your student determine which cards are in the wrong place, 2. Your student may write the names/events on the cards, if time allows. Any writing will help with memorization as well. 3. Write out the 7 days of Creation separately and have your student put these in order along with the other people/events.

Creating Lapbooks

A “lapbook” is simply two large manila (or regular manila) folders, lying open with their long sides next to each other. Take the long sides of each folder and create new folds by folding the ends together, so that they meet in the middle, like the shutters on a window. Then the two folders are joined together by gluing two of the “shutters” together, one from each folder.

A lapbook then can be used as a place to mount mini-books created while studying a particular book, subject, time period or unit. For example, while studying the Civil War, your student might make mini-books on different aspects of the war. One could be Famous Generals of the North and South. A short report might be included, such as comparing the North and the South at the beginning of the war. Perhaps another mini-book might list the names of major battles, along with short summaries of the outcome of each. Finally, a few maps might be included as well.

Toward the end of the unit, different mini-books and/or reports are arranged in a pleasing way and glued to the lapbook. The front of the lapbook might be decorated, for example, like a castle, if your student is studying the Middle Ages. Portraits, graphic art, etc. can be downloaded from the Internet to give lapbooks additional visual appeal.

There are many benefits to creating lapbooks:

- They offer graphic, colorful ways to organize material for review and presentation.
- They're a hands-on learning experience.
- Older student's books can be used to teach a younger student.
- Reinforce material that has been learned.
- Positive writing activity for reluctant writers.

Dinah Zike's *Big Book of Books*, listed in the *Resources* booklet in the *Train up a Child Publishing* complete curriculum, is a valuable resource giving complete, visual instructions as well as already-made samples to peruse. In the unit booklets you will see several ideas given for lapbooks pertaining to your study.

Unit: #1 – Ancients

Week: 3/6

History Theme: Ancient Egypt

Science Theme: Deserts

BOOK LIST

Independent:

Aesop for Children by Milo Winter **(AC)** ISBN 0528821342

Note: If your child is able to read on this level independently, let him read portions or all of the stories by himself. However, always discuss the fables to be sure that he understands the purpose.

Bill and Pete Go Down the Nile by Tomie dePaola **(BP)** ISBN 0698114019

Listening:

A Child's Story Bible by Catherine Vos **(CSB)** ISBN 0802850111

Ancient Egypt by Susan Altman **(AE)** ISBN 0516211498

Read Together:

Mummies Made in Egypt by Aliko **(ME)** ISBN 0064460118

Joseph by Brian Wildsmith **(JOSEPH)** ISBN 0802851614

Storm on the Desert by Carolyn Lesser **(SD)** ISBN 0152721983

SUPPLY LIST/RESOURCE BOOKS

- Large paper
- Colorful medium (paint, crayons, colored pencils, etc.)
- Map of Ancient Middle East
- Map of Ancient Egypt
- Map of World Deserts (website link provided in lesson plans)

Unit Themes and Objectives

History Theme: Ancient Egypt

History Objectives

- Understand the following sequential main OT people and events up to Egypt: Joseph, Moses, Exodus, Ten Commandments, and the Tabernacle.
- Learn about the process of mummification
- Discover the pharaoh, Tutankhamen

Science Theme: Deserts

Science Objectives

- Examine the desert as a habitat including plants and animals

Language Arts Objective

- Learn about a sentence as a complete thought

Fine Arts Objective

- Study history through poetry

Project

- Write poetry

History/Reading/Geography		
Day 11	<p><i>Reading:</i> CSB - pp 42 - 52 JOSEPH - all AC – “The Ass and His Driver”, “The Oxen and the Wheels”, and “The Lion and the Mouse”</p>	<p><i>Globe/Map Skills/Timeline/Discussion:</i> none</p>
	<p><i>Poetry/Fine Arts:</i> AE - pp. 4 - 11</p>	<p><i>Projects:</i> none</p>
Day 12	<p><i>Reading:</i> CSB - pp 56 - 64 BP - all AC – “Shepherd Boy and the Wolf”</p>	<p><i>Globe/Map Skills/Timeline/Discussion:</i> Find the Nile river on a world map or map of Africa (online site: http://encarta.msn.com/map/701515134/Nile.html). Discuss how even though BP is obviously fiction, the Nile river actually exists. Also talk about how Africa is a continent containing the Nile, and Egypt is a country through which it runs.</p>
	<p><i>Poetry/Fine Arts:</i> AE - pp. 12 - 21</p>	<p><i>Projects:</i> AE – have your student draw the hieroglyphics on p. 14 and label each picture.</p>
Day 13	<p><i>Reading:</i> CSB - pp 65 – 72 AC – “The Gnat and the Bull”, “The Plane Tree”, “The Farmer and the Stork”, and “The Sheep and the Pig”</p>	<p><i>Globe/Map Skills/Timeline/Discussion:</i> Using a Biblical map or Ancient Middle East map, show your student the route of the Exodus. Also, discuss how the pharaohs of Egypt often made slaves of their enemies. Those enemies, as well as enslaved Egyptians, created the great pyramids and other amazing buildings for the pharaohs.</p>
	<p><i>Poetry/Fine Arts:</i> AE pp. 22 - 29</p>	<p><i>Projects:</i> none</p>
Day 14	<p><i>Reading:</i> CSB - pp 74 - 78 MME - all AC – “The Travelers and the Purse”, “The Lion and the Ass”, and “The Frogs Who Wished for a King”</p>	<p><i>Globe/Map Skills/Timeline/Discussion:</i> Locate Mt. Sinai on a map of Egypt. It is not a huge mountain, but a very important one! You can get to the top of Mt. Sinai today by climbing for about three hours.</p>
	<p><i>Poetry/Fine Arts:</i> AE - pp. 30 - 37</p>	<p><i>Projects:</i> See directions for Project 1.</p>
Day 15	<p><i>Reading:</i> CSB - pp 79 - 84 Reread MME - all AC – “The Owl and the Grasshopper” and “The Wolf and His Shadow”</p>	<p><i>Globe/Map Skills/Timeline/Discussion:</i> none</p>
	<p><i>Poetry/Fine Arts:</i> AE - pp. 38 - 44</p>	<p><i>Projects:</i> Continue working on Project 1</p>

Science		Memory Work
<p><i>Reading:</i> none</p>	<p><i>Discussion:</i> What is a habitat? It is a specific area or place where certain plants and animals live together. God created many different habitats.</p>	<p><i>History:</i> Joseph is a fruitful vine, a fruitful vine near a spring, whose branches climb over a wall. Genesis 49:22</p> <p><i>Geography:</i> The Nile River is in the continent of Africa and runs through the country of Egypt.</p>
<p><i>Projects/Experiments:</i> Look at the map showing the many different desert habitats of the world. If you don't have one, check out the following website: http://www.mapsoftheworld.com/world-desert-map.htm. It also lists the deserts and where they are located.</p>		
<p><i>Reading:</i> SD (1/2 book)</p>	<p><i>Discussion:</i> None, just focus on reading carefully for the next two days.</p>	<p><i>Science sentence:</i> A habitat is a specific area where certain plants and animals live together.</p> <p>Practice history, geography and science sentences.</p>
<p><i>Projects/Experiments:</i> none</p>		
<p><i>Reading:</i> SD (finish book)</p>	<p><i>Discussion:</i> None, just focus on reading the rest of the book.</p>	<p>Practice history, geography and science sentences.</p>
<p><i>Projects/Experiments:</i> none</p>		
<p><i>Reading:</i> none</p>	<p><i>Discussion:</i> What plants are in a desert habitat? Use SD to look for examples. Discuss how God specifically designed certain plants to live that climate.</p>	<p>Practice history, geography and science sentences.</p>
<p><i>Projects/Experiments:</i> Have your student use large paper and a colorful medium to begin a mural of a desert habitat including a background and plants (no animals yet).</p>		
<p><i>Reading:</i> none</p>	<p><i>Discussion:</i> What animals are in a desert habitat? Use SD to look for examples. Discuss how God specifically designed certain animals to live in that climate. What special traits did he give them so they would not only survive, but flourish in the world He created for them?</p>	<p>Recite history, geography and science sentences (see Narration assignment).</p>
<p><i>Projects/Experiments:</i> Have your student finish the mural by adding animals from the desert habitat. Have your student narrate what he has drawn and the different plants/animals he included.</p>		

Narration/Copy Work/ Writing/Dictation	Grammar/ Writing Skills	Vocabulary/ Spelling
<p>Have your student copy Genesis 49:22 neatly. Be sure to have the verse in the handwriting that you want him to model for copying purposes. Correct any errors and review immediately.</p>	<p>A sentence is a complete thought. It contains someone or something (noun) doing something (verb). Look through <i>Joseph</i> and help your student point out the nouns and verbs that make up sentences.</p>	<p>AE – discuss the following vocab: Sphinx, caravan, fables, boggled, perplexing, arrayed, unfurled</p> <p>Orally spell these words with your student, having him repeat the spellings after you: the, an, you, oxen, not, lion, upon, on</p>
<p>Your student should copy geography and history sentences. Be sure to review and correct any errors immediately.</p>	<p>Write the following sentences or phrases on the board or paper. Have your student read each aloud and explain whether it is or isn't a sentence.</p> <ol style="list-style-type: none"> 1. Joseph helped the king. 2. floating down the Nile 3. Egyptians made mummies of the dead. 4. Tutankhamen was a pharaoh. 5. the pharaoh's tomb 	<p>AE – papyrus, versatile, plight, scarab</p> <p>Note that the first three words are "sight" words and need to be memorized. Work on them today with letter tiles.</p>
<p>Let your student choose 2-3 sentences to copy from his favorite fable this week. Correct any errors and review immediately.</p>	<p>Help your student create sentences using the following spelling words: <i>you, oxen</i> and <i>lion</i>.</p> <p>Review what makes a sentence a complete thought.</p>	<p style="text-align: center;">none</p> <p>Note that the last five spelling words have the short "o" sound. Review this sound with your student. Using Scrabble™ or letter tiles, your student should make each of the spelling words and say each letter as he makes them.</p>
<p>Your student should copy the science sentence from this week and add it to his notebook.</p>	<p>Today, let your student choose some of his books to find examples of the capitalization rules from the last two weeks and examples of different ending punctuation.</p>	<p>AE – lavish, daggers, regal, regime</p> <p>The last five spelling words are from Aesop's fables' selections, days 11 and 12. Have your student locate the words in the stories and then cover each, spelling them from memory.</p>
<p>Dictate each of the spelling words to your student and have him write them from memory. Have your student recite the history, geography and science sentences from this week.</p>	<p>Have your student copy the rule: A sentence is a complete thought.</p>	<p>AE – sumptuous, mutton, allies, ensued, ichthyology</p> <p>See dictation directions.</p>

Project Directions

1. Poetry brainstorming (1st day): Along the same lines as the poetry in *Ancient Egypt*, work with your student on writing poetry based on Ancient Biblical people and/or events. Begin by choosing several people or events (Joseph, the Exodus, the Ten Commandments, etc.). Then brainstorm, with your student, words or phrases related to that person or event. For example, you might choose Moses and related words/phrases might be:

- baby in a basket
- Pharaoh's daughter
- burning bush
- God
- freedom
- Egyptians
- Pharaoh
- Israelites
- plagues
- Exodus
- Red sea
- ten commandments
- golden calf
- wandering in the wilderness

2. Poetry brainstorming (2nd day) – Use your brainstorming list from yesterday to create simple rhymes. For example:

A baby in a basket floating in the reeds,
The Pharaoh's daughter finds him and wonders what he needs.
She doesn't even realize that he will one day be
A hero to the Israelites when he sets them free.

Unit: #1 – Ancients

Week: 4/6

History Theme: Ancient China/Ancient Greece

Science Theme: Dinosaurs (1/2 weeks)

BOOK LIST

Independent:

Aesop for Children by Milo Winter **(AC)** ISBN 0528821342

Notes: 1. Remind your student that Aesop wrote these stories in Ancient Greece, one of the time periods you're focusing on this week. 2. If your student is able to read on this level independently, let him read portions or all of the stories by himself. However, always discuss the fables to be sure that he understands the purpose.

Listening:

The Empty Pot by Demi **(EP)** ISBN 0805049002

Modern Rhymes About Ancient Times: Ancient Greece by Susan Altman **(AG)**
ISBN 0516273736

Read Together:

The Great Dinosaur Mystery and the Bible by Paul S. Taylor **(GDM)**
ISBN 0781430712

Note: You will be using this book for the next two weeks. However, due to its length, the entire book will not be used this year. The remainder of the book will be used in 2nd grade.

The Trojan Horse: How the Greeks Won the War by Little **(TH)** ISBN 0394996747

SUPPLY LIST/RESOURCE BOOKS

- Terra cotta or clay pot
- Decorative items such as beans, colored sand, ribbon, leaves, dried flowers, paint, paint pens, markers, etc.
- Clear drying glue
- Complete version of *The Iliad* (don't worry...you won't be reading it!)

Unit Themes/Objectives

History Theme: Ancient China/Ancient Greece

History Objectives

- Discover that Ancient cultures often used stories to express truths and morals.
- Understand that in history and in life, things are not always what they seem.
- Learn that there are various tactics throughout history for winning wars.

Science Theme: Dinosaurs (Week 1 of 2)

Science Objectives

- Study fossils
- Learn about dinosaurs in the Bible and the Flood

Language Arts Objective

- Identify sentence types:
 - Statement
 - Question
 - exclamation

Fine Arts Objective

- Study history through poetry and fables

Projects

- Decorate your own terra-cotta pot

History/Reading/Geography		
Day 16	<p><i>Reading:</i> AC – “The Oak and the Reeds”, “The Rat and the Elephant”, and “The Boys and the Frogs” EP – all</p>	<p><i>Globe/Map Skills/Timeline/Discussion:</i> EP – the Chinese often wrote books and stories with morals. What is the moral of EP? (Honesty is always best even when it doesn't appear to be so.) How hard do you think it was for Ping to bring his empty pot to the Emperor?</p>
	<p><i>Poetry/Fine Arts:</i> none</p>	<p><i>Projects:</i> See Project 1</p>
Day 17	<p><i>Reading:</i> AC – “The Crow and the Pitcher”, “The Ants and the Grasshopper”, “The Ass Carrying the Image” and “A Raven and a Swan”</p>	<p><i>Globe/Map Skills/Timeline/Discussion:</i> AG – discuss how the Greeks were a varied people with some being very scholarly and intelligent, others being very brave, while still more were athletic.</p>
	<p><i>Poetry/Fine Arts:</i> AG – pp 4 - 14</p>	<p><i>Projects:</i> none</p>
Day 18	<p><i>Reading:</i> AC – “The Two Goats”, “The Ass and the Load of Salt” and “The Lion and the Gnat” TH – Ch. 1 - 2</p>	<p><i>Globe/Map Skills/Timeline/Discussion:</i> AG – In this section, you meet many of the Greek writers and thinkers. Today, we still read Greek writing, including Aesop. TH – Find Turkey on a map or globe. Be sure to see the pronunciation guide for this book so your students learn the proper pronunciation of names and other period words.</p>
	<p><i>Poetry/Fine Arts:</i> AG – pp 15 - 24</p>	<p><i>Projects:</i> none</p>
Day 19	<p><i>Reading:</i> AC – “The Leap at Rhodes”, “The Cock and the Jewel” and “The Monkey and the Camel” TH – Ch 3 - 4</p>	<p><i>Globe/Map Skills/Timeline/Discussion:</i> AG – discuss how Archimedes was a mathematician and scientist whose discoveries we still benefit from today. 5th grade EK students study Archimedes and his accomplishments in more detail. TH – What do you think of the Greeks' tricky idea to get into Troy?</p>
	<p><i>Poetry/Fine Arts:</i> AG – pp 25-34</p>	<p><i>Projects:</i> none</p>
Day 20	<p><i>Reading:</i> AC – “The Wild Boar and the Fox”, “The Ass, the Fox, and the Lion”, “The Birds, the Beasts and the Bat”, and “The Lion, the Bear, and the Fox” TH – Ch 5 - 6</p>	<p><i>Globe/Map Skills/Timeline/Discussion:</i> AG – many Greeks did not know God. They worshipped false gods and believed myths about those gods. In later generations, after Christ's coming, many Greeks would come to know the Lord. TH – Discuss how long the original <i>Iliad</i> is if you read it today. Compare a full version of the book to the picture book version. Epic poems were a common way for writers in Ancient times to document history and stories.</p>
	<p><i>Poetry/Fine Arts:</i> AG – finish the book</p>	<p><i>Projects:</i> none</p>

Science		Memory Work
<p><i>Reading:</i> GDM – pp. 9 - 13</p>	<p><i>Discussion:</i> Where do we get our information about dinosaurs? What are fossils? What is the problem with the brontosaurus that we see in so many books?</p>	<p><u>History:</u> AG – p. 6, have your student memorize this rhyme to learn the Greek alphabet.</p> <p><u>Science sentence:</u> A fossil is an ancient dead animal or plant.</p>
<p><i>Projects/Experiments:</i></p> <p style="text-align: center;">none</p>		
<p><i>Reading:</i> GDM – pp. 14 - 19</p>	<p><i>Discussion:</i> What is the difficulty with using fossils to learn about dinosaurs? Are there dinosaurs mentioned in the Bible?</p>	<p><u>History:</u> practice the Greek alphabet rhyme</p> <p>Practice science sentence.</p>
<p><i>Projects/Experiments:</i></p> <p style="text-align: center;">none</p>		
<p><i>Reading:</i> GDM – pp. 21 - 23</p>	<p><i>Discussion:</i> How were dinosaurs different when God first created them? What happened to them?</p>	<p><u>History:</u> practice the Greek alphabet rhyme</p> <p>Practice science sentence.</p>
<p><i>Projects/Experiments:</i></p> <p style="text-align: center;">none</p>		
<p><i>Reading:</i> GDM – pp. 25 - 26</p>	<p><i>Discussion:</i> How did so many dinosaur fossils end buried in the earth?</p>	<p><u>History:</u> practice the Greek alphabet rhyme</p> <p>Practice science sentence.</p>
<p><i>Projects/Experiments:</i></p> <p style="text-align: center;">none</p>		
<p><i>Reading:</i> GDM – pp. 28 - 32</p>	<p><i>Discussion:</i> How long does it take for something to become a fossil? What do dinosaurs have to do with the flood?</p>	<p>Recite science sentence (see Narration assignment).</p>
<p><i>Projects/Experiments:</i></p> <p style="text-align: center;">none</p>		

Narration/Copy Work/ Writing/Dictation	Grammar/ Writing Skills	Vocabulary/ Spelling
Have your student copy Genesis 49:22 neatly. Be sure to have the verse in the handwriting that you want him to model for copying purposes. Correct any errors and review immediately.	There are three types of sentences: statements, questions and exclamations. Discuss that statements end in a period. Questions ask something and end in a question mark. Exclamations are statements that demonstrate strong emotion such as excitement or anger and end in an exclamation point.	<p style="text-align: center;">none</p> <p>Orally spell these words with your student, having him repeat the spellings after you: into, if, in, it, big, still, his, did, is, him ¹Challenge words: animal, children, given</p>
Your student should copy the science sentence and paragraph one from the Greek alphabet rhyme. Be sure to review and correct any errors immediately.	Have your student find three examples of statements in EP and copy them neatly. Emphasize using correct capitalization at the beginning of the sentence and correct ending punctuation.	<p style="text-align: center;">none</p> <p>Note that all of the words this week have a short "i" sound. Review this sound with your student and have him copy each word neatly as he spells it aloud. The challenge words also have this sound, but are obviously more difficult.</p>
Your student should copy paragraph two from the Greek alphabet rhyme. Be sure to review and correct any errors immediately.	Have your student find three examples of questions in EP and copy them neatly. Emphasize using correct capitalization at the beginning of the sentence and correct ending punctuation.	<p>TH – Turkey, Troy, limestone, cargo, toll, Sparta, shrewd</p> <p>The words this week are from EP. Have your student find the word in the book, cover it, and spell it orally.</p>
Your student should copy paragraph three from the Greek alphabet rhyme. Be sure to review and correct any errors immediately.	Have your student find three examples of exclamations in EP and copy them neatly. Emphasize using correct capitalization at the beginning of the sentence and correct ending punctuation.	<p>TH – suspicious</p> <p>Give your student an oral spelling test (no writing) in preparation for tomorrow's dictation.</p>
Dictate each of the spelling words to your student and have him write them from memory. Have your student recite the science sentence from this week.	Have your student copy the rule: There are three types of sentences: statements, questions and exclamations.	<p>TH – Homer, archeologist</p> <p>See dictation directions.</p>

¹ The challenge words may be used for students who are strong spellers or who want more difficult words following the same sound pattern for this week. They are above a first grade level and should not be required of a student if the words cause frustration.

Project Directions

1. Create your own "empty pot" – Offer your student different items to use to decorate a terra cotta or clay pot. You might offer beans, dried flowers, leaves, paint, ribbon, colored sand, markers, paint or paint pens, etc. Have your child keep his pot to use in week six of this unit.

Unit: #1 – Ancients

Week: 5/6

History Theme: Ancient Rome/New Testament (1/2 weeks)

Science Theme: Dinosaurs (2/2 weeks)

BOOK LIST

Independent:

Aesop for Children by Milo Winter **(AC)** ISBN 0528821342

Note: If your student is able to read on this level independently, let him read portions or all of the stories by himself. However, always discuss the fables to be sure that he understands the purpose.

Listening:

Pompeii Lost and Found (PLF) by Bonnie Christensen ISBN 0375828893

Note: This book does not have page or chapter numbers, so it is listed in terms of double page spreads.

The Glorious Impossible (GI) by Madeleine L'Engle ISBN 0671686909

Read Together:

Modern Rhymes About Ancient Times: Ancient Rome (AR) by Susan Altman
ISBN 0516273744

The Tale of Three Trees (TT) by Angela Hunt ISBN 0745917437

The Great Dinosaur Mystery and the Bible by Paul S. Taylor **(GDM)**
ISBN 0781430712

SUPPLY LIST/RESOURCE BOOKS

- Medium of choice (paints, clay, colored pencils, etc.)
- Paper (if using paint or pencils)

Unit Themes/Objectives

History Theme: Ancient Rome/New Testament

History Objectives

- Discover that Ancient cultures often used stories to express truths and morals.
- Develop an overview of Ancient Rome, its people and events
- Learn about the lost city of Pompeii and its excavation

Science Theme: Dinosaurs (week 2 of 2)

Science Objectives

- Learn about the various cultural legends related the dinosaurs
- Discover how dinosaurs are viewed from a Biblical perspective

Language Arts Objective

- Learn how to put words in alphabetical order (first letter only)

Fine Arts Objective

- Study history through poetry and fables
- Study Biblical history through artwork

Projects

- Reproduce a medieval-style painting

History/Reading/Geography		
Day 21	<p><i>Reading:</i> AC – “The Wolf and the Lamb”, “The Wolf and the Sheep”, and “The Hares and the Frogs” PLF- 3 double-paged spreads</p>	<p><i>Globe/Map Skills/Timeline/Discussion:</i> AC – Continue discussing the morals of the stories. GI – Talk about the style of art in this book. Notice the halos painted around various characters in the paintings. Make sure your student understands that these are actual paintings or portions of paintings by an Italian artist named Giotto who lived during the Renaissance period.</p>
	<p><i>Poetry/Fine Arts:</i> AR pp. 4 - 11; GI “The Annunciation” and “The Visitation”</p>	<p><i>Projects:</i> none</p>
Day 22	<p><i>Reading:</i> AC – “The Fox and the Stork”, “The Travelers and the Sea” and “The Wolf and the Lion” PLF- 3 double-paged spreads</p>	<p><i>Globe/Map Skills/Timeline/Discussion:</i> AC – Continue discussing the morals of the stories. PLF – discuss the items that were found from the ruins. How did these items give us a picture of the people of Pompeii?</p>
	<p><i>Poetry/Fine Arts:</i> AR - pp. 12 - 19; GI “The Nativity” and “The Presentation in the Temple”</p>	<p><i>Projects:</i> Select one painting from GI to have your student redo in his own style. For example, he might do his own rendition of the Nativity. He could use any medium.</p>
Day 23	<p><i>Reading:</i> AC – “The Stag and His Reflection” and “The Peacock” PLF- 3 double-paged spreads TT - all</p>	<p><i>Globe/Map Skills/Timeline/Discussion:</i> AC – Continue discussing the morals of the stories. PLF – What was the life of a gladiator like? How do we know that the people of Pompeii enjoyed concerts and theatricals? Does it seem funny that ancient people bowled?</p>
	<p><i>Poetry/Fine Arts:</i> AR pp. 20 - 29; GI “The Adoration of the Magi” and “The Flight into Egypt”</p>	<p><i>Projects:</i> none</p>
Day 24	<p><i>Reading:</i> AC – “The Mice and the Weasels”, “The Wolf and the Lean Dog” and “The Fox and the Lion” PLF- 3 double-paged spreads</p>	<p><i>Globe/Map Skills/Timeline/Discussion:</i> AC – Continue discussing the morals of the stories. PLF – How were children of Pompeii like children today? How were they different? What was the forum? Were the people of Pompeii believers of the one true God? GI – Discuss how Madeleine L’Engle is retelling what is written in the Bible.</p>
	<p><i>Poetry/Fine Arts:</i> AR pp. 30 - 37; GI “The Massacre...” and “Jesus Among the Doctors”</p>	<p><i>Projects:</i> none</p>
Day 25	<p><i>Reading:</i> AC – “The Lion and the Ass”, “The Dog and His Master’s Dinner” and “The Vain Jackdaw and His Borrowed Feathers” PLF- finish book</p>	<p><i>Globe/Map Skills/Timeline/Discussion:</i> AC – Continue discussing the morals of the stories. GI – Why is baptism important to Christians today?</p>
	<p><i>Poetry/Fine Arts:</i> AR - pp. 38 - 44; GI “The Baptism of Christ”</p>	<p><i>Projects:</i> none</p>

Science		Memory Work
<i>Reading:</i> GDM pp. 34 - 39	<i>Discussion:</i> Discuss what aspects from the flood would've made it hard for dinosaurs and other species to survive. Discuss why so many ancient people have dinosaur-like creatures in their cultural legends.	<u>History:</u> memorize the order of events in GI. This will give your student a strong picture of the life of Christ in brief titles. Work on this next week as well as you continue to use this book. For your convenience, the events are listed for each week under "Projects"
<i>Projects/Experiments:</i> There are no science projects or experiments this week.		
<i>Reading:</i> GDM pp. 40 - 44	<i>Discussion:</i> Continue discussing the various legends of different cultures.	Continue memorization of events from GI.
<i>Projects/Experiments:</i> none		
<i>Reading:</i> GDM pp. 45 - 49	<i>Discussion:</i> Discuss the possibilities of dinosaur-like creatures being alive today.	Continue memorization of events from GI.
<i>Projects/Experiments:</i> none		
<i>Reading:</i> GDM pp. 50 - 55	<i>Discussion:</i> What are the ramifications of original sin? How does that affect us today? How could it have affected the behavior of animals?	Continue memorization of events from GI.
<i>Projects/Experiments:</i> none		
<i>Reading:</i> GDM finish the book; you do not need to read pp. 60-61 verbatim. You really just want to make sure that you discuss these major concepts.	<i>Discussion:</i> Review the major concepts at the end of the book, pointing to these as the main reasons for studying dinosaurs.	Have your student recite the order of events for this week from GI.
<i>Projects/Experiments:</i> none		

Narration/Copy Work/ Writing/Dictation	Grammar/ Writing Skills	Vocabulary/ Spelling
Have your student begin writing the list of events from GI for each day. See the master list under "Projects."	This week you'll be working on alphabetical order in spelling. Follow the directions under SPELLING to work on this skill.	<p>Discuss the following vocabulary from PLF : thriving, looming, tending, choppy, plume, billowing, villa, unearthed, inscription</p> <p>Orally spell these words with your student, having him repeat the spellings after you: eat, but, then, off, her, way, look, play, fox, sun</p> <p>Challenge words: dinner, hungry, treasure</p>
Continue adding to the list of events from GI.	Work with your student to come up with a moral as if you were Aesop. Consider looking at Scripture to discover a moral that would apply to many people. Have your student write out the moral.	<p>From PLF: archaeologists, graffiti, decayed, huddled</p> <p>Have your student copy each of the spelling words neatly.</p>
Continue adding to the list of events from GI.	Create animal characters and a situation in which the moral written yesterday would apply. Have your student dictate a story to you (you type or write as the student tells the story). If your student struggles to come up with a story, go back and look at some of Aesop's fables. Try to keep the story to three or four paragraphs.	<p>From PLF: petrified, gladiator, amphitheater, mournful</p> <p>Discuss putting words in ABC order. Explain how to use the first letter of each word to determine the ABC order. Have your student write the spelling words in ABC order. Numbering the words in order first may be helpful. It may also be useful to have the alphabet written out when a student first learns this skill.</p>
Continue adding to the list of events from GI.	Have your student copy half of the story that he dictated yesterday.	<p>From PLF: forum, renowned</p> <p>Give your student an oral spelling test (no writing) in preparation for tomorrow's dictation.</p>
Continue adding to the list of events from GI. Dictate each of the spelling words to your student and have him write them from memory. Have your student recite the history, geography and science sentences from this week.	Have your student copy the rest of the dictated story from day three of this week. Be sure to evaluate and make any necessary corrections.	<p>From PLF: shrine, perished</p> <p>See dictation directions.</p>

Project Directions

Events from GI:

The Annunciation

The Visitation

The Nativity

The Presentation in the Temple

The Adoration of the Magi

The Flight into Egypt

The Massacre of the Innocents

Jesus Among the Doctors

The Baptism of Christ

Unit: #1 – Ancients

Week: 6/6

History Theme: Ancient Rome/New Testament (2/2 weeks)

Science Theme: Reptiles (2/2 weeks)

BOOK LIST

Independent:

Aesop for Children by Milo Winter **(AC)** ISBN 0528821342

Notes: ¹If your student is able to read on this level independently let him read portions or all of the stories by himself. However, always discuss the fables to be sure that he understands the purpose. ²Your student will not finish this book in first grade. However, he will continue with it in second grade Ancients.

Listening:

The Glorious Impossible by Madeleine L'Engle **(GI)** ISBN 0671686909

Read Together:

About Reptiles by John Sill **(AR)** ISBN 1561452335

Rome Antics by David Macaulay **(RA)** ISBN 0751370827

SUPPLY LIST/RESOURCE BOOKS

Large construction paper, poster board or a white board

Unit Themes/Objectives

History Theme: Ancient Rome/New Testament continued

History Objectives

- Discover that Ancient cultures often used stories to express truths and morals.
- Learn about Biblical New Testament history
- Find out about the various famous locations in Rome

Science Theme: Reptiles

Science Objectives

- Discover the characteristics of reptiles
- Understand the habitat of reptiles

Language Arts Objective

- Learn how to put words in alphabetical order (first letter only)

Fine Arts Objective

- Study Biblical history through artwork

Projects

- Construct a visual aid charting the characteristics of reptiles

History/Reading/Geography		
Day 26	<p><i>Reading:</i> AC – “The Monkey and the Dolphin” and “The Wolf and the Ass” RA - all</p>	<p><i>Globe/Map Skills/Timeline/Discussion:</i> AC – Continue discussing the morals of the stories. GI – Discuss the miracles of Christ and how we know that they truly happened because they are in the Bible.</p>
	<p><i>Poetry/Fine Arts:</i> GI - “The Marriage in Cana”, “The Raising of Lazarus” and “The Entry into Jerusalem”</p>	<p><i>Projects:</i> none</p>
Day 27	<p><i>Reading:</i> AC – “The Monkey and the Cat”, “The Dogs and the Fox”, “The Dogs and the Hides” and “The Rabbit, the Weasel and the Cat”</p>	<p><i>Globe/Map Skills/Timeline/Discussion:</i> AC – Continue discussing the morals of the stories. GI – Why was washing someone's feet such a kind thing to do? What are some things, like washing a person's feet, that we can do to show our love for one another?</p>
	<p><i>Poetry/Fine Arts:</i> GI -“Expulsion of the Merchants”, “The Pact of Judas” and “The Washing of the Feet”</p>	<p><i>Projects:</i> none</p>
Day 28	<p><i>Reading:</i> AC– “The Bear and the Bees” and “The Fox and the Leopard”</p>	<p><i>Globe/Map Skills/Timeline/Discussion:</i> AC – Continue discussing the morals of the stories. GI – Although we are not Judas, how do we betray Christ? What can we do to help us avoid disappointing our Savior?</p>
	<p><i>Poetry/Fine Arts:</i> GI “The Last Supper”, “The Betrayal of Christ” and “Christ before Caiaphas”</p>	<p><i>Projects:</i> none</p>
Day 29	<p><i>Reading:</i> AC – “The Heron”, “The Cock and the Fox”, and “The Dog in the Manger”</p>	<p><i>Globe/Map Skills/Timeline/Discussion:</i> AC – Continue discussing the morals of the stories. GI – All of the events for today are sad and difficult, but they all lead to the greatest event in man's history.</p>
	<p><i>Poetry/Fine Arts:</i> GI - “The Mocking of Christ”, “The Road to Calvary” and “The Crucifixion”</p>	<p><i>Projects:</i> none</p>
Day 30	<p><i>Reading:</i> AC – “The Wolf and the Goat”, “The Ass and the Grasshoppers”, “The Mule” and “The Fox and the Goat”</p>	<p><i>Globe/Map Skills/Timeline/Discussion:</i> AC – Continue discussing the morals of the stories. GI – Discuss how every day of Christ's life leads up to the point of His salvation of mankind.</p>
	<p><i>Poetry/Fine Arts:</i> GI -“The Lamentation”, “The Resurrection”, “The Ascension” and “The Pentecost”</p>	<p><i>Projects:</i> none</p>

Science		Memory Work
<i>Reading:</i> Read through plate 4 (be sure to read the details about the plates in the back of the book, as well).	<i>Discussion:</i> How do lizards and snakes shed their skins differently? What is unique about turtles as reptiles? What is a horned toad? Do all lizards have legs?	Continue memorization of events from Gl.
<i>Projects/Experiments:</i> Using large construction paper, chart paper or a white board begin making a list of reptile characteristics that you discover as you read each day (i.e. dry, scaly skin, some have hard, bony plates, etc.)		
<i>Reading:</i> Read through plate 8 (be sure to read the details about the plates in the back of the book, as well).	<i>Discussion:</i> What is a skink? Where do green turtles live? How are reptiles' body temperatures different than other animals? Where do painted turtles go to hibernate?	Continue memorization of events from Gl.
<i>Projects/Experiments:</i> Continue characteristics list.		
<i>Reading:</i> Read through plate 11 (be sure to read the details about the plates in the back of the book, as well).	<i>Discussion:</i> Where do corn snakes get their names? What does it mean when an animal is an endangered species? What are the largest snakes in North America? Are they dangerous?	Continue memorization of events from Gl.
<i>Projects/Experiments:</i> Continue characteristics list.		
<i>Reading:</i> Read through plate 15 (be sure to read the details about the plates in the back of the book, as well).	<i>Discussion:</i> What is the largest reptile in North America? What is the most common snake in North America? What has endangered Loggerhead turtle nests? What are green anoles?	Continue memorization of events from Gl.
<i>Projects/Experiments:</i> Continue characteristics list.		
<i>Reading:</i> none	<i>Discussion:</i> What kind of places are reptiles found? What did you learn about them this week? Review the characteristics list that you made.	Continue memorization of events from Gl.
<i>Projects/Experiments:</i> Finish characteristics list.		

Narration/Copy Work/ Writing/Dictation	Grammar/ Writing Skills	Vocabulary/ Spelling
Continue adding to the list of events from GI.	Review the language arts skills from this unit: capitalization, punctuation, a sentence as a complete thought, types of sentences and ABC order. Be sure that your student fully understands these skills and how to use them before moving on to new skills in the next unit.	<p>Discuss the following vocabulary from GI : eternity, undesirable, blunt, incomprehensible, fragrance</p> <p>Orally spell these words with your student, having him repeat the spellings after you: pet, sat, very, more, came, when, all, just, tell, log</p>
Continue adding to the list of events from GI.	Have your student select four spelling words and write a sentence using each of the words. Check for proper capitalization and sentence punctuation. The sentences should be at least 4 words long.	<p>From GI: outraged, ambiguous, ritual</p> <p>Have your student copy each of the spelling words neatly.</p>
Continue adding to the list of events from GI.	none	<p>From GI: renounce, strewed</p> <p>Have your student put the words in ABC order.</p>
Continue adding to the list of events from GI. Have your student select one of each type of sentence (statement, question, and exclamation) from GI and copy each neatly being sure to use correct punctuation and capitalization.	See copy work	<p>From GI: taunting, obscenities, commend</p> <p>Give your student an oral spelling test (no writing) in preparation for tomorrow's dictation.</p>
Your student should complete the list of events from GI today. Dictate each of the spelling words to your student and have him write them from memory.	none	<p style="text-align: center;">none</p> <p>See dictation directions.</p>

Project Directions

Events from GI:

The Marriage in Cana
The Raising of Lazarus
The Entry into Jerusalem
Expulsion of the Merchants
The Pact of Judas
The Washing of the Feet
The Last Supper
The Betrayal of Christ
Christ before Caiaphas
The Mocking of Christ
The Road to Calvary
The Crucifixion
The Lamentation
The Resurrection
The Ascension
The Pentecost