

Unit: #1 - Ancients

Week: 1/6

History Theme: Old Testament (1st week of 2)

Science Theme: Creationism (1st week of 2)

BOOK LIST

Independent:

Moses by Leonard Everett Fisher **(MS)** ISBN 0823411494

David and Goliath by Leonard Everett Fisher **(DG)** ISBN 082340997X

Listening:

Tirzah by Lucille Travis **(TZ)** ISBN 0836135466

Read Together:

Genesis for Kids by Doug Lambier **(GK)** ISBN 0849940346

Note: Your student will also use this book in 4th grade.

What the Bible is All About for Young Explorers by Henrietta Mears **(BAA)**
ISBN 0830723633

Note: We will use this book in grades 3-5 covering different aspects of the Bible. **For 3rd grade, the goal is to give your student an overview of each book including the type of book, themes from each book, order of the books, the authors, and the main people included.**

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

Favorite Poems Old and New by Helen Ferris **(FP)** ISBN 0385062494

Reference Books & Materials

Read the Teacher's Overview of this unit if you own the [Intermediate Unit Program](#)

See science materials list for specific experiments in *Genesis for Kids*.

colored paper

scissors

glue

stapler

colored pencils or markers

Unit Themes/Objectives

History Theme: Old Testament

History Objectives

- Discover a detailed picture of the Exodus
- See an overview of the OT books and their sequence
- Divide the OT books by style
- Learn about two OT heroes: Moses and David

Science Theme: Creationism

Science Objectives

- Understand scientific concepts behind the days of creation including:
 - Light bends, has color and is a form of energy
 - Air pressure and the components of air
 - Power of water
 - Photosynthesis
 - Differences between salt and fresh water
 - The effects of the sun and moon

Language Arts Objective

- Review of capitalization and ending punctuation rules

Fine Arts Objective

- Integrate science and poetry
- Discover rhyme patterns in poetry
- Learn about figurative language in poetry

Projects

- Multiple science experiments
- Begin OT Books of the Bible mini-books

| History/Reading/Geography | | |
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| Day 1 | <p><i>Reading:</i> TZ - Ch 1-2 MS - all BAA - pp 12-13, 22</p> | <p><i>Globe/Map Skills/Timeline/Discussion:</i> BAA-record the timeline information as noted on pages 346-347** or have your student copy the timeline and put it in his notebook.</p> |
| | <p><i>Poetry/Fine Arts:</i> FP – p. 262 "The Sun Travels" Discuss the science concepts (the earth's revolution and rotation around the sun) behind this poem.</p> | <p><i>Projects:</i> none</p> |
| Day 2 | <p><i>Reading:</i> TZ - Ch 3 DG - all BAA – pp 24-53</p> | <p><i>Globe/Map Skills/Timeline/Discussion:</i> BAA – Talk about the books of the Law (p. 24) and discuss writer, title, main people and main events in each book.*</p> |
| | <p><i>Poetry/Fine Arts:</i> FP – p. 262 "The Sun Travels" Discuss the rhyme pattern of the poem (AABB)</p> | <p><i>Projects:</i> Project 1</p> |
| Day 3 | <p><i>Reading:</i> TZ - Ch 4 MS - all BAA – pp 54-77</p> | <p><i>Globe/Map Skills/Timeline/Discussion:</i> BAA – Talk about the books of History (p. 54) discuss writer, title, main people and main events in each book.*</p> |
| | <p><i>Poetry/Fine Arts:</i> FP – pp. 263-64 "The Night Will Never Stay"</p> | <p><i>Projects:</i> Start Project 2</p> |
| Day 4 | <p><i>Reading:</i> TZ - Ch 5-6 DG - all BAA - pp 78-104</p> | <p><i>Globe/Map Skills/Timeline/Discussion:</i> BAA – Continue to discuss writer, title, main people and main events in each book.*</p> |
| | <p><i>Poetry/Fine Arts:</i> FP – pp. 263-64 "The Night Will Never Stay" Figurative language: Discuss how poets use phrases that are meant to be taken literally like "Though with a million stars you pin it to the sky."</p> | <p><i>Projects:</i> Start Project 2</p> |
| Day 5 | <p><i>Reading:</i> TZ - Ch 7-8 BAA - pp 105-119</p> | <p><i>Globe/Map Skills, Timeline and Discussion:</i> BAA – Finish discussing writer, title, main people and main events in each book.*</p> |
| | <p><i>Poetry/Fine Arts:</i> none</p> | <p><i>Projects:</i> Finish Project 2</p> |

*Just discuss the main events. Don't try to go through the chapter summaries. Students will cover those in 4th and 5th grades.

**If the p. #s don't match your edition of BAA, check at the end of this week for more information about each day's reading.

| Science | | Memory Work |
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| <p><i>Reading:</i> Genesis 1:3-5 Light concepts: Light bends, light has color, and light is a form of energy.</p> | <p><i>Discussion:</i> After exp. #1 – Discuss how we use bending light in our everyday lives (computers, television, etc.). After exp. #2, discuss how when we see colors, we’re actually looking at different length wavelengths. After exp. 3, brainstorm different ways we can use light as energy (solar powered utilities, calculators, etc.)</p> | <p><u>Science sentence:</u> Light bends, has color and is a form of energy.</p> |
| <p><i>Projects/Experiments:</i> GK – #1 p. 15 “Bending Light”, #2 p. 16 “What Color is Light?”, and #3 p. 20 “Archimedes’ Death Ray”.</p> | | |
| <p><i>Reading:</i> Genesis 1:6-8 Air concepts: Air has pressure, space with no air is a vacuum, and air is made of nitrogen, oxygen and carbon dioxide.</p> | <p><i>Discussion:</i> After exp. #1 – Discuss how God designed the atmosphere with pressure on all sides. After exp. 2 – Why do we call a vacuum cleaner by that name? After exp. 3 – Discuss what would happen if there was a different mixture of gases in the air.</p> | <p><u>Science sentences:</u> Air has pressure. A vacuum is space without air. Air contains nitrogen, oxygen and carbon dioxide.</p> |
| <p><i>Projects/Experiments:</i> GK - #1 p. 29 “Karate Kid”, #2 pp. 30-31 “All About Nothing”, and #3 p. 32 “What’s in Air?”</p> | | |
| <p><i>Reading:</i> Genesis 1:9-13 Earth concept: Water is powerful enough to erode rock. Plant concept: God designed the process of photosynthesis so plants could create food for themselves and animals. Sea concept: Salt water is heavier than fresh water.</p> | <p><i>Discussion:</i> After exp. #1 - Discuss what happens to coastlines when big storms hit the beach. After exp. #2 – what would happen if God did not design photosynthesis? After exp. #3 – Discuss what density is and why you float better in salt water than fresh water.</p> | <p><u>Science sentences:</u> Water can erode rock. Photosynthesis is the process by which plants create food. Salt water is denser than fresh water.</p> |
| <p><i>Projects/Experiments:</i> GK - #1 p. 44 “Water Power”, #2 pp. 48-49 “Green Test”, and #3 p. 62 “Floating in the Salty Sea”.</p> | | |
| <p><i>Reading:</i> Genesis 1:14-19 Sun concept: God designed the Sun to be our greatest source of energy. Moon concept: The moon affects our life on earth.</p> | <p><i>Discussion:</i> After exp. #1 – Discuss how God designed the sun just the right distance from the earth to meet all of our energy needs and not allow us to freeze or burn. After exp. #2 – Discuss the various events on earth that are affected by the moon.</p> | <p><u>Science sentences:</u> The sun is our greatest energy source. The moon affects many aspects of our lives.</p> |
| <p><i>Projects/Experiments:</i> GK - #1 p. 74 “The Sun and Solar Peanuts” and #2 p. 77 “The Moon”.</p> | | |
| <p><i>Reading:</i> Review the verses from this week.</p> | <p><i>Discussion:</i> Review the science concepts presented and discussed this week.</p> | <p>Recite the science sentences from this week.</p> |
| <p><i>Projects/Experiments:</i> none</p> | | |

| Narration/Copy Work/ Writing/Dictation | Grammar/ Writing Skills | Vocabulary/ Spelling |
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| <p>Have your student copy the science sentence for today's lesson. Have your student neatly copy the following from MS: <i>God lost patience with Pharaoh. Now He would slay every firstborn child and beast in Egypt, including the king's oldest son. God warned Moses what was about to happen.</i> Review and have your student make any necessary corrections.</p> | <p>Review capitalization rules: at the beginning of sentences and people's names. Also, note that the pronouns used to rename God should be capitalized too. Have your student underline the capitalized words from today's copy work. Also note the two spelling words from this week that are capitalized.</p> | <p>None this week.</p> <p>Have your student neatly copy each spelling word from MS: giant, gentle, grandson, gates, grain, gold, God, Genesis.</p> |
| <p>Copy the science sentences for today's lesson. Have your student neatly copy the following as it is written (including capitalization errors): <i>pharaoh's army chased after them. when the egyptian troops were between walls of water, moses waved his wood staff and the sea fell in on them.</i> Have your student correct the above paragraph for capitalization errors.</p> | <p>none</p> | <p>none</p> <p>Two beginning sounds for the letter "g" are represented in this week's words. Have your student read each word and orally spell the words.</p> |
| <p>Copy the science sentences for today's lesson. Have your student neatly copy the following as it is written in TZ (including capitalization and punctuation errors): <i>still, it seems like a dream, doesn't it moses has said that long ago in the time of abraham, Yahweh foretold that his people would go up from Egypt after four hundred years</i> Have your student correct the above paragraph for capitalization and ending punctuation errors.</p> | <p>Review ending punctuation (period, question mark, exclamation mark).</p> | <p>none</p> <p>Have your student choose 3 or 4 words from the spelling list and write a sentence using each. Make certain that your student follows the capitalization rules for writing.</p> |
| <p>Copy the science sentences for today's lesson.</p> | <p>none</p> | <p>none</p> <p>Orally review the spelling of this week's words with your student.</p> |
| <p>Recite the science sentences for this week. Dictate each of the spelling words to your child and have him write them from memory.</p> | <p>none</p> | <p>none</p> <p>See Narration/Writing assignments.</p> |

Project Directions:

1. OT Books of Law mini-book: Using BBB, p. 70, follow the directions for creating a *Layered Look Book*. As your student will be making these books for the various types of OT books over the next two weeks, you may want to use different colors of paper for each mini book. Note that you and your student will need to determine the number of sheets needed based on how many books from the Bible are included. Once the book has been completed, have your student label the front on the mini book "Books of Law" and write the name of each book on the flaps. Use pp. 16-17 in BAA as a reference for book names. Under each flap, have your student write an overview or summary of the book as you read about them in BAA. Set your student's completed mini books aside to put in a lap book at the end of this unit.
2. OT Books of History mini-book: follow directions for project 1.

Week 1 Description of Page Assignments for *What the Bible is All About*

Day 1

| | | |
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| BAA pp | 10-11 | Chart "When Old Testament Events Happened" |
| | 16-18 | Chapter 1 "Adventures in God's Word" –section is called 'The Old Testament' and it lists the following groups of books along with an explanation of what the groupings are –The Books of the Law, The Books of History, The Books of Poetry, The Books of the Major Prophets, The Books of Minor Prophets |
| | 21-22 | This section is called "The Lands of the Bible" |
| | 346-347 | This section is called "Old Testament Time Line" |

Day 2

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| BAA Ch 2 – 6 | #2 | Let's Look at Genesis |
| | #3 | Let's Look at Exodus |
| | #4 | Let's Look at Leviticus |
| | #5 | Let's Look at Numbers |
| | #6 | Let's Look at Deuteronomy |

Day 3

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| BAA Ch 7-10 | #7 | Let's Look at Joshua |
| | #8 | Let's Look at Judges |
| | #9 | " " " Ruth |
| | #10 | " " " First Samuel |

Day 4

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| BAA Ch 11-14 | #11 | " " " Second Samuel |
| | #12 | First Kings |
| | #13 | Second Kings |
| | #14 | First Chronicles |

Day 5

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| BAA Ch 1-18 | #15 | Second Chronicles |
| | #16 | Ezra |
| | #17 | Nehemiah |
| | #18 | Esther |