

**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 2<sup>nd</sup> 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

<b>History/Reading/Geography</b>		
<b>Day 1</b>	<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>
<b>Day 2</b>	<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>
<b>Day 3</b>	<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>
<b>Day 4</b>	<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>
<b>Day 5</b>	<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>

<b>Science</b>		<b>Memory Work</b>
<p><i>Reading:</i></p> <p>none</p>	<p><i>Discussion:</i> The meaning of science: <b>identifying, observing, describing, experimenting, and documenting</b> (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 – <b>observe</b> the differences; create a list of brainstormed words to <b>describe</b> 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 – <b>observe</b> the differences, create a list of brainstormed words to <b>describe</b> 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>		

<b>Narration/Copy Work/ Writing/Dictation</b>	<b>Grammar/ Writing Skills</b>	<b>Vocabulary/ Spelling</b>
<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><b>Capitalization at the beginning of sentences.</b> 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><b>Punctuation, such as a period or question mark, tells us when a sentence ends.</b> 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"> <li>1. Sentences begin with capital letters.</li> <li>2. Punctuation tells us when a sentence ends.</li> </ol> <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.