

**Unit:** #1 – Ancients

**Week:** 1/6

**History Theme:** Old Testament (1<sup>st</sup> of 2 weeks)

**Science Theme:** Creation – Days 1-3

### **BOOK LIST**

#### **Independent:**

*Frog and Toad are Friends* by Arnold Lobel **(FTF)** ISBN 0064440206, ISBN 978-0064440202

*Note: While not directly related to this unit, frogs were one of the Egyptian plagues and frogs and toads were part of God's creation. (Actually, we just chose this book because 2<sup>nd</sup> graders love it. As well, it contains many of the words that 2<sup>nd</sup> graders should know.)*

*Noah's Ark* by Jerry Pinkney **(NA)** ISBN 1587172011

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

*Genesis for Kids* by Lambier and Stevenson **(GK)** ISBN 0849940346

#### **Listening:**

*A Child's Story Bible* by Catherine Vos **(CSB)** ISBN 978-0802850119

*Note: We won't have time in this unit to read the entire Children's Bible, but selections are used throughout the unit and this book was used in 1<sup>st</sup> grade as well.*

*Favorite Poems Old and New* by Helen Farris **(FP)** ISBN 0385076967, ISBN 978-0385062497

#### **Read Together:**

*The Bible* (Use the version with which you're most comfortable. We generally used the NIV or ESV for any Scripture references in this curriculum.)

### **Reference Books & Materials**

Read the Teacher's Overview for this unit if you own the [Primary Unit Program](#).

See list of materials for science experiments in *Genesis for Kids*

- world map and globe
- colored pencils or crayons
- scissors
- black construction paper
- magazine pictures (if desired)
- 3 4x6 lined index cards
- a piece of white construction paper
- tempera paints in several colors
- paint brush
- heavy paper suitable for painting

## **Unit Themes/Objectives**

**History Theme:** Old Testament (Week 1 of 2)

### **History Objectives**

- View God as the Designer of history and time
- Understand the following main OT people and events sequentially: Creation, the Fall and Noah and the Flood
- Geography - introduce and learn the compass rose

**Science Theme:** Creation (Week 1 of 2)

### **Science Objectives**

- View God as Creator of the universe and all it contains
- Review the definition of science
- Understand Creation (Days 1 -3) including secondary objectives of:
  - Light sources (God-made vs. man-made)
  - Air (takes up space and has weight)

### **Language Arts Objectives**

- Review capitalization at the beginning of sentences
- Review capitalization when using "I" as a word
- Review capitalization of names of people and places (proper nouns)
- Poetry study: Psalms and poems about creation
- Learn about rhyme scheme

### **Fine Arts Objectives**

- View God as Creator and lover of all things beautiful through art

### **Project**

- Begin designing a time-line for the days of Creation

<b>History/Reading/Geography</b>		
<b>Day 1</b>	<p><i>Reading:</i>                      CSB – Ch. 1-3                      SC - read ½ book                      FTF - <i>Spring</i></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 just "stories." In our home we use the word "account" instead of "story."</p>
	<p><i>Poetry/Fine Arts:</i> FP - read <i>The Creation</i> poem. Have your student point out all of the specific things from the poem made by God.</p>	<p><i>Projects:</i>                      none</p>
<b>Day 2</b>	<p><i>Reading:</i>                      CSB – Ch. 4-6                      SC - read ½ book                      FTF - <i>The Story</i></p>	<p><i>Globe/Map Skills/Timeline/Discussion:</i>                      For what do we use maps? What kind of maps are there? (world, Bible, state, street, mall, building, etc.)</p>
	<p><i>Poetry/Fine Arts:</i> FP - read <i>The Creation</i>. Point out rhyme pattern (ABCB) with the 2<sup>nd</sup> and 4<sup>th</sup> lines rhyming each time.</p>	<p><i>Projects:</i>                      Have your student draw a simple map of their house or his bedroom.</p>
<b>Day 3</b>	<p><i>Reading:</i>                      CSB – Ch. 7-9                      FTF - <i>A Lost Button</i></p>	<p><i>Globe/Map Skills/Timeline/Discussion:</i>                      On the world map, have your student point out the different land masses and bodies of water. Find the compass rose and learn directions of north, east, south and west. You may want to make a memory aid to help learn them in order. Here is ours: <b>Nicky Eats Southern Walnuts.</b></p>
	<p><i>Poetry/Fine Arts:</i>                      Read Psalm 19:1-6. Discuss how heavens can "declare" and skies can "proclaim." Talk about how God's creation tells us about Him.</p>	<p><i>Projects:</i>                      none</p>
<b>Day 4</b>	<p><i>Reading:</i>                      CSB – Ch. 10                      FTF - <i>A Swim and The Letter</i></p>	<p><i>Globe/Map Skills/Timeline/Discussion:</i>                      Note that the names of countries, cities and bodies of water are all capitalized. (Language arts tie-in.)</p>
	<p><i>Poetry/Fine Arts:</i>                      Read Psalm 18:30-36 together. Look in the passage and see how much you can find out about who God is and what He does. List on a board or piece of paper.</p>	<p><i>Projects:</i>                      none</p>
<b>Day 5</b>	<p><i>Reading:</i>                      CSB – Ch. 11                      NA - all</p>	<p><i>Globe/Map Skills/Timeline/Discussion:</i> Use a Bible map or go to <a href="http://www.ebibleteacher.com/imagehtml/otmaps.html#Noah'sArk1">http://www.ebibleteacher.com/imagehtml/otmaps.html#Noah'sArk1</a></p>
	<p><i>Poetry/Fine Arts:</i> Read Psalm 19:11-14. How can we make our mouth and heart pleasing in His sight like the poet? Discuss how God uses poetry to teach us about Himself.</p>	<p><i>Projects:</i>                      See Project #5</p>

<b>Science</b>		<b>Memory Work</b>
<p><i>Reading:</i> Genesis 1:1-2 (Use a regular Bible for science rather than a children's Bible)</p> <p>GK – pp. 6-10, 14.</p>	<p><i>Discussion:</i> The meaning of science: <b>identifying, observing, describing, experimenting</b> and <b>documenting</b>. Discuss why science exists and works (because God made it that way), why it's important to be a safe scientist and the meaning of the word "interpret."</p>	<p><u>Science sentence</u> – <i>On the first day, God created day and night.</i></p> <p><i>The land produced vegetation: plants bearing seed according to their kinds and trees bearing fruit with seed in it according to their kinds. And God saw that it was good. And there was evening and there was morning-the third day.</i> Genesis 1:12-13*</p>
<p><i>Projects/Experiments:</i> Creation Time-line – see directions for Project #1.</p>		
<p><i>Reading:</i> Genesis 1:1-5 GK - p. 11 and p. 13</p>	<p><i>Discussion:</i> Review meaning of science. Why do we need light? After GK experiment, ask the student to name some sources of light. Then ask if they are man-made or God-made sources.</p>	<p>Practice Genesis 1:12-13</p> <p><u>Science sentence</u> – <i>On the second day, God created the land, sky and sea.</i></p>
<p><i>Projects/Experiments:</i> GK - p. 12; On a piece of paper, make a column for God-made and a column for Man-made. In each column, have your student draw a picture of a source of light for that category and label the pictures.</p>		
<p><i>Reading:</i> Genesis 1:6-8 Air concept: Air takes up space and has weight.</p>	<p><i>Discussion:</i> After the experiment, ask your student to summarize what happened. Repeat: <b>air takes up space and has weight.</b></p>	<p>Practice Genesis 1:12-13</p> <p><u>Science sentence</u> – Air takes up space and has weight.</p>
<p><i>Projects/Experiments:</i> GK-pp. 26-27 Creation time-line continued: see directions for Project #2.</p>		
<p><i>Reading:</i> Genesis 1:9-13 GK - pp. 41-43</p>	<p><i>Discussion:</i> Review the meaning of science: <b>identifying, observing, describing, experimenting</b> and <b>documenting</b> (writing) After the scavenger hunt, ask the following: Which parts of science did you do use on the hunt? (identifying, observing, describing, documenting)</p>	<p>Practice Genesis 1:12-13</p> <p><u>Science sentence</u> – <i>On the third day, God created plants and trees.</i></p>
<p><i>Projects/Experiments:</i> GK - do the <i>Scavenger Hunt</i> and <i>Dig It</i> on p. 42</p>		
<p><i>Reading:</i>  none</p>	<p><i>Discussion:</i> (Review) Have your student read through the creation timeline created this week and explain in his own words what God created in the first three days of Creation.</p>	<p>Recitation of Genesis 1: 12-13 and science sentences.</p>
<p><i>Projects/Experiments:</i> Creation timeline continued - see instructions for Project #3. Extra: see Creation Song under Project #4.</p>		

\*Emphasize with your child the phrase "according to their kinds" meaning that vegetation from different families like apples and pecans do not reproduce together. Point out in Scripture that God also makes this statement in relationship to animal life.

<b>Narration/Copy Work/ Writing/Dictation</b>	<b>Grammar/ Writing Skills</b>	<b>Vocabulary/ Spelling</b>
<p>1. Have your student neatly copy Genesis 1:12-13.*</p> <p>2. Your student should copy the spelling words for this week.</p>	<p><b>Oral capitalization review:</b>                      Ask your students to name times when a word should be capitalized. This should be review from 1<sup>st</sup> grade. Primarily: the beginning of sentences, proper nouns (names of people and places) and the word "I" when used as a word. During the week, practice any rule that needs to be reviewed.</p>	<p>No vocabulary this week.</p> <hr/> <p>Orally spell these words with your student, having him repeat the spellings after you: sun, moon, star, day, night, plants, land, tree.</p>
<p>1. Have your student copy the following from GK:</p> <p><i>Just like God's plans for the world and the universe are ordered by his original design, science helps us bring order to our searching and explorations about creation.</i></p> <p>2. Have your student copy today's science sentence.</p>	<p>Write the following sentences on the board or paper. Have your student circle the letters that should be capitalized and say the rule that applies:</p> <ol style="list-style-type: none"> <li>sally and i tried to count the stars in the dark night sky.</li> <li>thomas helped billy find egypt on the map.</li> <li>i live in (city, state).</li> </ol>	<p>none</p> <hr/> <p>Using Scrabble™ or letter tiles, your student should make each of the spelling words and say each letter aloud as he makes them.</p>
<p>1. Your student should copy today's science sentence.</p> <p>2. Have your student choose two sentences from FTF to copy.</p>	<p>Discuss how the two sentences from FTF utilize the capitalization rules.</p>	<p>none</p> <hr/> <p>Spell words aloud using hand motions representing that word (Ex. For sun, I may hold my arms in a circle overhead while spelling the word).</p>
<p>Your student should copy the spelling words for this week.</p>	<p>No assignment today. Focus on preparing your student for the first dictated spelling test tomorrow.</p>	<p>none</p> <hr/> <p>Practice any words that your student is having trouble spelling.</p>
<p>Dictate each of the spelling words to your student and have him write them from memory. Any words that are missed should be added to next week's list.</p>	<p>Have your student copy the writing rules for this week:</p> <ol style="list-style-type: none"> <li><b>Sentences begin with capital letters.</b></li> <li><b>The letter "I" is capitalized when it is used alone as a word.</b></li> <li><b>People's names and places are capitalized.</b></li> </ol> <p><i>Consider having your student keep a spiral or other notebook compiling the rules for this year.</i></p>	<p>none</p> <hr/> <p>See dictation directions.</p>

\*We suggest typing all copy work into a work sheet using Startwrite Software. (See Teacher's Guide for more information.) This gives your student a perfect example to follow in the style of handwriting you prefer.

## Project Directions:

### 1. Creation Timeline -

This project will be completed by the end of next week. The final directions to put the timeline together will be given then. At the top of a 4 x 6 index card, have your student write the science sentence for this day. Then, have your student either illustrate or cut and paste pictures from a magazine onto the card. Put it in a Zip-loc™ bag for safe-keeping.

### 2. Creation Timeline continued -

Continue working on the creation time-line. The student should copy the science sentence for *Day 2* just as for *Day 1*. Then, have your student either illustrate or cut and paste pictures from a magazine.

### 3. Creation Timeline continued -

Refer to directions for project #1, having the student copy the science sentence for *Day 3*.

### 4. Creation song -

Using the tune of "The Twelve Days of Christmas," learn the first three verses this week as review of the days of creation:

**"On the first day of creation God m-a-a-a-ade, day and night separated."**

**"On the second day of creation God m-a-a-a-de, the land, the sky and the seas."**

**"On the third day of creation God m-a-a-a-de, the plants and the trees that we see."**

### 5. Responding to God's Creation through Painting -

Discuss how many artists have responded to Creation through artwork. You can find many of these artists' renditions with accompanying Scripture at <http://www.ewtn.com/gallery/oldtest/index.htm>. For this project, have your student select a favorite Bible story or some aspect of God's creation and paint his own picture. He may want to sketch the picture first and then paint. The purpose of this project is for your child to experience artistic expression in relationship to God and His creation. You may want to discuss this first.