

UNIT THEMES/OBJECTIVES
Ancients—Creation to A.D. 476

Week 1*

Historical Theme: Old Testament (Week 1 of 2)

Historical 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

**If you own Epi Kardia's Complete Program, read the Teacher's Overview of this period.*

Unit: #1 – Ancients

Week: 1/6

History Theme: Old Testament

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 2nd graders love it. As well, it contains many of the words that 2nd 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 1st 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 -published prior to 2011- for any Scripture references in this curriculum.)

Reference Books & Materials

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

SCIENCE		MEMORY WORK
<p><i>Reading:</i> Genesis 1:1-2 (Use a regular Bible for science rather than a children’s Bible) GK – pp. 6-10, 14.</p>	<p><i>Discussion:</i> The meaning of science: identifying, observing, describing, experimenting and documenting. 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> <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 <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: air takes up space and has weight.</p>	<p>Practice Genesis 1:12-13 <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: identifying, observing, describing, experimenting and documenting (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 <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.

COPY WORK/ WRITING/DICTATION	GRAMMAR/WRITING SKILLS	VOCAB/SPELLING
<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>Oral capitalization review: Ask your students to name times when a word should be capitalized. This should be review from 1st 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: <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"> sally and i tried to count the stars in the dark night sky. thomas helped billy find egypt on the map. i live in (city, state). 	<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 <i>sun</i>, 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"> Sentences begin with capital letters. The letter "I" is capitalized when it is used alone as a word. People's names and places are capitalized. <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 made, the land, the sky and the seas."

"On the third day of creation God made, 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.