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  Science Lab Form
  Narration Tips
  Written Narration Skills
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  Math Schedules: Primary Mathematics 3A/3B, 4A/4B, and 5A/5B
  Poetry for Units 1-35
  List of Other Books by This Author
In this unit you will make a flapbook of the ten generations from Adam to Noah. Fold a white 8 ½ x 11 sheet of paper in half the long way. Next, use a ruler and a pencil to divide the front of the folded paper into eleven 1” strips. Use a dark marker to write, **Generations** on the top strip. Below that write the following ordinal numbers in order from top to bottom, one per strip: 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th, 9th, 10th. Last, use colored pencils or crayons to lightly draw a scene on the front showing the Garden of Eden. Save your flapbook for Day 2.

**Key Idea:** Man is made in God’s image.

**Independent History Study**

★ Listen to What in the World? Disc 1, Tracks 1-2: “Welcome to World History” and “Creation”. Note for parents: If you are not of the young earth philosophy, you may wish for your student to omit track 2.

**Key Idea:** Since no one but God was present at creation, the Bible gives the only clear picture of creation.
**Learning the Basics**

**Focus:** Language Arts, Math, Geography, Bible, and Science

**Unit 1 - Day 1**

### Bible Study

Read aloud and discuss with the students the following pages:

- **Genesis: Finding Our Roots** p. 8-11
  (Scripture Text and Scripture Study)

Note: Parents should read p. 5-6 on their own to understand the design of the book. Additional tips and an answer key are provided on p. 102-105.

**Key Idea:** Study Genesis to discover your roots and God’s will for mankind.

### Language Arts

Have students complete the first studied dictation exercise (see Appendix for directions and passages).

Help students complete one lesson from the following reading program:

- **Drawn into the Heart of Reading**

Work with the students to complete one of the English options listed below:

- **Building with Diligence:** Lesson 1
- **Following the Plan:** Lesson 1
- **Your own grammar program**

**Key Idea:** Practice language arts skills.

### Math Exploration

Choose one of the math options listed below (see Appendix for details).

- **Singapore Primary Mathematics 3A/3B, 4A/4B, or 5A/5B**
- **Your own math program**

**Key Idea:** Use a step-by-step math program.

### Poetry

Read aloud the poem “A Late Walk” (see Appendix). On a 3 x 5 index card, neatly copy in black ink or in pencil the following lines from the poem:

**A tree beside the wall stands bare,**
**But a leaf that lingered brown,**
**Disturbed, I doubt not, by my thought,**
**Comes softly rattling down.**

- Robert Frost

Check your work to make sure it is correctly copied. Then, cut around your copywork. You may choose to outline the edge of the cut-out with a green marker. Save it for Day 3.

**Key Idea:** Read and appreciate a variety of classic poetry.

### Science Exploration

**Key Idea:** Zoologists are scientists who study animals. Taxonomy is used to group animals. All animals belong to the animal kingdom. Then, animals are grouped into phylums and after that into classes.
Learning through History

Focus: The Beginning of History and of Sin

History Project

Get the flapbook that you saved from Day 1. Cut on the pencil lines to make 11 flaps that you can lift. Do not cut through the back of the flapbook. After cutting, lift the top flap to reveal the paper underneath. Under the flap write, There were 10 generations from Adam to Noah (Genesis 5). Fold back the flap labeled 1st and write, Adam – had 33 sons and 23 daughters. Lived to be 930. Fold back the flap labeled 2nd and write, Seth – son of Adam, studied astronomy. Lived to be 912. Fold back the flap labeled 3rd and write, Enos – son of Seth. Lived to be 905. Fold back the flap labeled 4th and write, Cainan – son of Enos. Lived to be 910. Save the flapbook for Day 3.

Key Idea: God had to punish Adam and Eve, but along with the penalty came a promise.

Independent History Study

Open your Student Notebook to “Prophecies About Christ”. Under “Prophecy” write, Genesis 3:15. Read the Scripture from the Bible to discover the prophecy. Under “Fulfillment” write, 1 John 3:8. Read the fulfillment Scripture. Under “Description”, write a few phrases to describe the prophecy about Jesus.

Key Idea: The Son of God would come to crush the serpent’s head by destroying the devil’s work.

Storytime

Choose one of the following read aloud options:

- Dinosaurs of Eden p. 16-25
  Read aloud the next portion of the biography that you selected.

After reading, give each person a white piece of paper or a markerboard and a marker. Set a timer for 3-5 minutes and instruct each person to do a quick outline sketch about the story. Ideas for sketches include settings, characters, actions, important objects, or symbols. When the timer rings, briefly share the sketches.

Key Idea: Use sketching to share the story.

Bible Quiet Time

Reading: Choose one option below.

- The Illustrated Family Bible p. 26-29
- Your own Bible: Genesis chapters 3-4

Scripture Focus: Highlight Genesis 4:6-7.

Prayer Focus: Pray a prayer of confession to admit or acknowledge your sins to God. Begin by reading the highlighted verses out loud as a prayer. End by praying, I confess to you Lord that I sometimes feel angry too. Forgive me for my anger and help me to do what is right.

Scripture Memory: Recite Philippians 2:1.

Music: Philippians 2 CD: Track 1 (verse 1)

Key Idea: The serpent tempted Eve to sin and disobey God’s command. She ate from the tree of knowledge, and Adam sinned too.
**Learning the Basics**

**Focus:** Language Arts, Math, Geography, Bible, and Science

**Unit 1 - Day 2**

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**Geography**

Read aloud to the students the following pages:

- ★ *A Child's Geography Vol. II* p. 5-8

Discuss with the students “Field Notes” p. 9.

**Key Idea:** The stories in the Bible are connected to the earth’s geography. The Garden of Eden may have been located in Turkey.

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**Language Arts**

Help students complete one lesson from the following reading program:

- ★ *Drawn into the Heart of Reading*

Work with the students to complete one of the writing options listed below:

- ★ *Write with the Best: Vol. I* Unit 1 – Day 1 p. 14-15
- ★ Your own writing program

**Key Idea:** Practice language arts skills.

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**Math Exploration**

Choose one of the math options listed below (see Appendix for details):

- ★ *Singapore Primary Mathematics 3A/3B, 4A/4B, or 5A/5B*
- ★ Your own math program

**Key Idea:** Use a step-by-step math program.

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**Science Exploration**

★ Read *Land Animals of the Sixth Day* p. 1-4. Orally retell or narrate to an adult the portion of text that you read today. Use the Narration Tips in the Appendix for help as needed.

Note: Before narrating, please let your parents know that for the upcoming experiment on Day 4, you will need one package of M&M’s or Skittles and 21 sheets of colored paper (7 sheets each of 3 different colors, matching 3 of the candy colors). Normally, we do not include experiments that require any supplies that you may not have on hand, however we did include this one from the *Land Animals* book p. 12-14.

**Key Idea:** On the sixth day, the Bible tells us that God created wild animals, livestock, and creatures that move along the ground.

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**Poetry**

Read aloud the poem “A Late Walk” (see Appendix). You will be painting a yellow background that gradually fades as it moves down the paper. See the Introduction of this guide for needed paint supplies. Today, you’ll need yellow paint, painting paper, a palette, water, and a large flat paintbrush. Load your brush with yellow paint. Paint several even strokes across the top of the paper. Dip your brush in the water and wipe it on the water container’s edge twice. Starting on top of the last stroke you painted, slowly move down the paper using strokes that go across. As you move down the paper, continue dipping your brush in water, wiping it twice on the container’s edge, and painting from where you left off. Do not add more paint to your brush. In this way, the yellow will get lighter as you paint. Let your background dry until Day 3.

**Key Idea:** Use painting to illustrate poetry.
Learning through History
Focus: The Beginning of History and of Sin

Unit 1 - Day 3

Reading about History
Read about history in the following resource:

- The Story of the Ancient World: Ch. V-VI p. 27-29

You will be adding to your timeline in your Student Notebook today. In Unit 1 – Box 1, draw and color the earth. Label it, Creation (4004 B.C.). In Box 2, draw and color an ark. Label it, The Great Flood (2300 B.C.).

Note: If you are not of the young earth philosophy, you may wish to omit the dates.

Key Idea: The world was filled with sin.

Storytime
Choose one of the following read aloud options:

- Dinosaurs of Eden p. 26-37
- Read aloud the next portion of the biography that you selected.

After the reading, students will give a summary oral narration. The oral narration must be no longer than 5 sentences and should summarize the reading. As students narrate, have them hold up one finger for each sentence shared. Remind students that the focus should be on the big ideas, rather than on the details.

Key Idea: Summarize the story by narrating.

History Project
Get the flapbook that you saved from Day 2. Fold back the flap labeled 5th and write, Mahalaleel – son of Cainan. Lived to be 892. Fold back the flap labeled 6th and write, Jared – son of Mahalaleel. Lived to be 962. Fold back the flap labeled 7th and write, Enoch – son of Jared, was a prophet. Taken to heaven without dying when 365. Fold back the flap labeled 8th and write, Methuselah – son of Enoch. Name means, “When he dies, judgment.” Died the same year as the Flood. Oldest man – lived to be 969. Fold back the flap labeled 9th and write, Lamech – son of Methuselah. Lived to be 777. Fold back the flap labeled 10th and write, Noah – son of Lamech. Lived through the Flood and to see the birth of Terah (father of Abram) 10 generations later. Lived to be 950. Glue the back of your flapbook in your Student Notebook in Unit 1 – Box 6.

Key Idea: After 10 generations a flood came.

Bible Quiet Time
Reading: Choose one option below.

- The Illustrated Family Bible p. 30-31
- Your own Bible: Genesis chapter 6-7

Scripture Focus: Highlight Genesis 6:9.

Prayer Focus: Pray a prayer of thanksgiving to express gratitude for God’s divine goodness. Begin by reading the highlighted verse out loud as a prayer. End by praying, Thank you Lord for saving Noah and his family so that I can be here today. I am grateful for your word, for Noah’s example of living a life in obedience to you, and for...

Scripture Memory: Recite Philippians 2:1.

Music: Philippians 2 CD: Track 1 (verse 1)

Key Idea: Noah lived a life pleasing to God.

Independent History Study
Listen to What in the World? Disc 1, Track 3: “Early Man”. Then, open your Student Notebook to Unit 1. In Box 5, copy in cursive Genesis 6:5 and 6:8.

Key Idea: Adam lived to see 8 generations of his descendants. Noah was 10 generations from Adam.
Learning the Basics

Focus: Language Arts, Math, Geography, Bible, and Science

Unit 1 - Day 3

Bible Study

Read aloud and discuss with the students the following pages:

★ Genesis: Finding Our Roots p. 11-12
   (Topic Study: Dragons and Create)

Note: Choose only one of the three activities given on the bottom of p. 12 to do today.

Key Idea: The translation of the Hebrew word, tanniyn, shows how dinosaurs fit into the Biblical account. The use of the Hebrew word bara (meaning to create), shows the difference between creating something from nothing and making something from what already exists.

Language Arts

Have students complete one studied dictation exercise (see Appendix for directions and passages).

Work with the students to complete one of the writing options listed below:

★ Write with the Best: Vol. I Unit 1 – Day 2
   p. 15-16

★ Your own writing program

Key Idea: Practice language arts skills.

Math Exploration

Choose one of the math options listed below (see Appendix for details).

★ Singapore Primary Mathematics 3A/3B, 4A/4B, or 5A/5B

★ Your own math program


Science Exploration

★ Read Land Animals of the Sixth Day p. 5 – middle of p. 8. Write the answer to each numbered question on lined paper. You do not need to copy the question. Use the listed page number as a reference.

1. What was the result of Adam and Eve’s sin? (p. 5)
2. If animals weren’t designed to eat other animals, then why do they have sharp teeth? (p. 6)
3. Write the words zoologist and habituation and give their definitions. (p. 6-7)
4. What is the difference between habituating an animal and taming it? (p. 7)
5. What picture does Isaiah 11:6-9 give you of the way that God originally created the animals? (p. 5)

Key Idea: Death and decay entered the world along with the first sin, and this changed God’s beautiful creation in sad ways. The animals are affected by death and decay too.

Poetry

Read aloud the poem “A Late Walk” (see Appendix). Get the yellow background that you painted on Day 2. Today you will be painting a tree on the background. You’ll need brown paint, a palette, water, a toothpick, and a paintbrush. Begin by painting the main tree trunk as a thick single line coming up from the bottom of the paper, getting thinner as it goes up. Do not make it perfectly straight. Next, add four thinner branches growing upward and outward from the main trunk. Then, add smaller branching limbs to fill out the tree in the shape you want. Use the tip of your toothpick to scrape small lines down the trunk of the tree to make bark. Last, paint one brown leaf fluttering down. As a final touch, glue your poetry copywork from Day 1 to your painting. Store your completed painting in the place you have chosen for it.

Key Idea: Explore poetry moods with painting.
Learning through History
Focus: The Beginning of History and of Sin

Unit 1 - Day 4

Reading about History

Read about history in the following resource:
★ The Story of the Ancient World: Ch. VII-VIII p. 30 – top of p. 33

You will be writing a narration about Chapter VII: The Deluge, which is part of today’s history reading.

To prepare for writing your narration, think about the questions below. If you do not know the answers, find them on p. 30 or 31 of The Story of the Ancient World. Ask yourself, Who entered the ark? How was the door to the ark shut? From where did the floodwaters come? How long did the downpour last? What happened to the living creatures on earth? How high did the floodwaters rise? What did the waters carry along with them? How long did the ark float? Why did Noah send out a raven? What happened when Noah sent out the dove? Why was Noah filled with joy when he saw the olive twig? When did Noah come out of the ark?

After you have thought about the answers to the questions, turn to Unit 1 in your Student Notebook. In Box 4, write a 5-8 sentence narration that begins with, Noah entered the ark... When you have finished writing, read your sentences out loud to catch any mistakes.

Check for the following things: Did you include who the reading was mainly about? Did you include what important thing(s) happened? Did you include how it ended? If not, add those things. Use the Written Narration Skills in the Appendix for editing.

Key Idea: Noah was 601 when he came out of the ark. By saving Noah, God kept His promise that He would one day send a Savior.

Storytime

Choose one of the following read aloud options:
★ Dinosaurs of Eden p. 38-49
★ Read aloud the next portion of the biography that you selected.

After the reading, have each person get a Bible and open it anywhere in Proverbs. Explain, We will have 5 minutes to skim through the verses in Proverbs to find any connections to today’s story. When a connection is found, read the verse out loud and quickly share the connection. At the end of 5 minutes, anyone who has not shared yet must read aloud one verse and make the best connection possible.

Key Idea: Seek God’s word for His guidance.

Bible Quiet Time

Reading: Choose one option below.
★ The Illustrated Family Bible p. 32-33
★ Your own Bible: Genesis chapter 8; 9:1-17

Scripture Focus: Highlight Genesis 8:21.

Prayer Focus: Pray a prayer of supplication to make a humble and earnest request of God. Begin by reading the highlighted verse out loud as a prayer. End by praying, I ask you to help me Lord not to follow my heart, which is filled with sin. Instead, help me follow you by...

Scripture Memory: Copy Philippians 2:1 in your Common Place Book (see Introduction).
Music: Philippians 2 CD: Track 1 (verse 1)

Key Idea: God made a promise to Noah.

Independent History Study
★ Listen to What in the World? Disc 1, Track 4: “The Flood”. Then, turn to The Story of the Ancient World p. 257. Read over the time period between the Flood and Noah’s death. What things do you notice?

Key Idea: Noah lived at the time of the Tower of Babel, the Pharaohs, and the building of Babylon and Ur.
**Language Arts**

Have students complete one dictation exercise.

Guide students to complete one reading lesson. **Drawn into the Heart of Reading**

Help students complete one English lesson. **Building with Diligence: Lesson 2**

Key Idea: Practice language arts skills.

**Math Exploration**

Choose one math option listed below. **Singapore Primary Mathematics 3A/3B, 4A/4B, or 5A/5B**


**Science Exploration**

Read *Land Animals of the Sixth Day* p. 8 – middle of p. 11. Now, skip to the “Experiment” on the bottom of p. 12. Normally, we do not include experiments that require any supplies that you may not have on hand, however we did include this experiment from the Apologia book. You will need one package of M&M’s or Skittles and 21 sheets of colored paper (7 sheets each of 3 different colors, matching 3 of the candy colors). Use the same binder or sketchbook you have chosen for science notebooking. Make a science experiment section. For your science experiments, you may either use the Science Lab Form provided in the Appendix of our guide, or write your Lab Form on a blank paper as described below.


Key Idea: Camouflage affects which animals survive well in an environment, resulting in natural selection.