CONCISE CURRICULUM

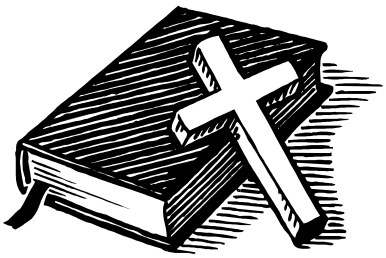
Integrating the Bible with Reading and Language Arts Skills

Lower Elementary

Volume I

Old Testament

The Beginning - The Ten Commandments



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LANGUAGE ARTS SKILLS:

- **Parts of Speech**
  Students will identify nouns, pronouns, verbs, and adjectives. Parts of speech are introduced in isolated lists in the beginning of the book. Gradually, students will identify the parts of speech within a sentence.

- **Language Usage and Mechanics (Capitalization/Punctuation/Grammar Usage)**
  Students will capitalize the beginning of a sentence. Students will also capitalize proper nouns. Students will use correct subject-verb agreement in sentences.

- **Types of Sentences**
  A simple sentence contains one independent clause and expresses one complete thought. A compound sentence contains two independent clauses and expresses two complete thoughts. Students will identify simple and compound sentences.

- **Kinds of Sentences**
  A declarative sentence makes a statement. An interrogative sentence asks a question. Students will identify these two kinds of sentences.

- **Subjects and Predicates**
  A complete subject is the telling part of the sentence. A complete predicate is the action part of the sentence. Students will identify the subject and predicate of a sentence.

READING SKILLS:

- **Reading Comprehension:**
  Locating Facts
  Students will read passages and locate the answer to the question in the reading passage. Students can also highlight or circle the answer in the passage.
  Inference
  Students will read a passage and use clues in the passage to answer an inference question. The answer to an inference question is not directly stated in the passage. Information is provided in the passage to help the student infer the answer to the question.

- **Fact and Opinion**
  Students will identify fact and opinion statements from the text. Factual statements are statements that can be proven true. Opinion statements are statements that cannot be proven and give someone's opinion.

- **Cause and Effect**
  Students will identify cause and effect. The cause is why something happened and the effect is what happened as a result of the cause.

- **Context Clues**
  Students will use the words surrounding a new vocabulary word in order to determine the meaning of the vocabulary word.

- **Sequence of Events**
  Students will read a passage. Students will be given a series of events to place in chronological order.

- **Synonyms and Antonyms**
  Synonyms are words that have the same meaning as another word. Antonyms are words that have the opposite meaning as another word.

IN THE BEGINNING

Read the Bible passages for each section. Think about each question as you read and study.

I. God's Creation

Genesis 1-2

Why is it important to learn about God's creation?

II. Adam and Eve

Genesis 3

How did Adam and Eve's choices affect their lives?

IN THE BEGINNING

God's Creation

I. BIBLE STUDY:

Read Genesis 1 in your Bible.

*Summarize what you learned from this chapter.

_____

_____

_____

II. BIBLE VERSE CONTEXT CLUE:

Genesis 1:1

In the beginning God <u>created</u> the heavens and the earth.

<u>Created</u> means: A) helped B) made C) grew

*Write an original sentence using the word **created**.

_____

WORDS TO KNOW: GOD'S CREATION

darkness	**area**	**grouped**	**earth**
finished	**content**	**rested**	**holy**

Write the vocabulary word next to the correct definition.

1. worthy of worship: _____

2. satisfied: _____

3. little or no light: _____

4. items arranged together: _____

5. stopped an activity: _____

6. land surface of the world: _____

7. stopped working: _____

8. a part or section: _____

IN THE BEGINNING

God's Creation

A) God saw **darkness**. This was not good. God made the light. The light was called day. The darkness was called night. This was the first day. God looked around and saw water. The **area** above the water was called the sky. This was the second day.

1. The light was called _____.

2. The darkness was called _____.

B) God **grouped** the waters together. He made the land. The land was called **earth**. The waters were called seas. God made the plants and food that grow. Everything God made was good. This was the third day.

3. The land was called _____.

4. The waters were called _____.

PARTS OF SPEECH: A **noun** names a person, place, thing, or idea. Circle all the nouns in the box. There are three nouns. (Example: sky, man, tree)

land	were	seas	called	tree

USAGE AND MECHANICS:

1. Rewrite each sentence correctly.
2. Start each sentence with a capital letter.
3. End each sentence with a period or a question mark.

1. **g**od made the food and plants that grow __

_____

2. **e**verything God made was good __

_____

3. **w**hat did God make on the third day __

_____

IN THE BEGINNING

God's Creation

A) On the fourth day, God made the lights in the sky. God made the sun and the moon. Then he made all of the stars. All of this was good. God liked what he had done. God was not **finished**. He had more things he wanted to make.

1. God made the _____ in the sky.

2. God _____ what he had done.

B) Next, God made the fish and the birds. He made big fish and small fish. He made big birds and small birds. God put the fish in the seas and the birds in the sky. All of this was good. This was the fifth day.

3. God made _____ fish and small fish.

4. God put the fish in the _____ and the birds in the _____.

PARTS OF SPEECH: A **noun** names a person, place, thing, or idea. Circle all the nouns in the box. There are four nouns.

sun	moon	finished	day	birds

USAGE AND MECHANICS:

1. Rewrite each sentence correctly.
2. Start each sentence with a capital letter.
3. End each sentence with a period or a question mark.

1. **g**od made the lights in the sky__

_____

2. **g**od liked what he had done __

_____

3. **a**ll of what God made was good __

_____

IN THE BEGINNING
God's Creation

A) Next, God made the animals and the insects. He put them on the dry land. Then God made people. He made a man and a woman. God liked what he made. It was good. This was the sixth day.

1. God made the _____ and the insects.

2. God made people. He made a _____ and a woman.

B) On the seventh day God **rested**. Everything God had done was good. He was happy or **content** with his work. The seventh day would always be a **holy** day.

3. On the seventh day God _____.

4. The seventh day would always be a _____ day.

5. How did God feel about his work? _____

PARTS OF SPEECH: A **noun** names a person, place, thing, or idea. Circle all the nouns in the box. There are three nouns.

happy	day	always	insects	animals

USAGE AND MECHANICS:

1. Rewrite each sentence correctly.
2. Start each sentence with a capital letter.
3. End each sentence with a period or a question mark.

1. **t**he seventh day would always be a holy day __

_____

2. **g**od made the animals and the insects __

_____

3. **h**e was happy with his work __

_____

4. **e**verything god had done was good __

_____

Bible Reflections:
God's Creation

Genesis 1:1
In the beginning God created the heavens and the earth.

1. Name some of the many things God created. ____

_____

_____

_____

2. Why are God's creations important to you? _____

_____

_____

_____

_____

3. What can you do to show respect for God's holy day?

_____

_____

_____

_____

_____

Show your respect for God's holy day.

- Make good choices all seven days of the week.
- Pray each day and say thanks to God.
- Tell someone else about God.
- Invite someone to church.
- Read your Bible.

REVIEW QUIZ: GOD'S CREATION

1. What did God make on the first day? _____

_____

2. When did God make the sky? _____

3. Where did God put the fish? _____

4. Where did God put the birds? _____

5. What did God do on the seventh day? _____

_____

6. How did God feel about all of his work? _____

_____

7. Describe how you feel about God's work. _____

_____

_____

Draw a picture of God's creation

Describe your picture:

_____

_____

_____

_____