

I.A PRAYEr: PRAISE LETTER

❖ Resources:

- Text: Bible; All the Best Songs of Praise & Worship (Lillenas)
- Link: <http://newhopemusic.com/Praise%20and%20Worship%20Songbook.pdf>
<https://www.youtube.com/watch?v=shSzCKwpJJI>

❖ Activities/worksheet: PRAYEr

“P” is for “praise”. *“Let everything that has breath praise the Lord.” Psalm 150:1).*

I. Write a "Praise" letter to God...

A. The greeting: Start your letter with “Dear _____,” (Choose any name for God that is found in the Bible.) Place a comma after your greeting.

B. The body: Write your answers in complete sentences to the following statements...

1. Praise God for what He has done. (Be specific: “Father, I praise You for healing my sister’s cut on her toe.”)
2. Praise God for what He is doing. (Be specific: “Father, I praise You for giving me wisdom to do my math.”)
3. Praise God for what He is going to do. (Be specific: “Father, I praise You that You will provide a car for daddy to get to work.”)

C. The closing: Finish your letter to God by telling Him you love Him; then, sign your name. Make sure you place a comma between your statement of love to God and your name. Example: “Love forever, David Reece”

II. Now talk to God and tell Him how much you love Him by reading your prayer to Him aloud. Listen quietly for a minute, so God can talk (a quiet inner voice) to you.

III. Complete your prayer time with a song, such as, “Praise Him in the Morning” or one of your favorite songs.

❖ Share your prayers with others.

❖ Store prayers in SOW Album/yearbook.

2.F BIBLE: APPLICATION

❖ Resources:

- Text: Bible; Holman Bible Handbook
- Link: <https://www.biblegateway.com/resources/>

❖ Activities/worksheet: Bible: Application

- I. Refer to the TE: Sc & SE: Bible: Reading for this week's application.

- I. Write answers to these questions summarizing this week's Bible reading...
 - A. What did you learn about God?
 - B. What did you learn about man (the main character & yourself)?
 - C. What did you learn about the enemy (Satan, the world, & your flesh)?
 - D. What is the promise to claim?
 - E. What is the command to obey?

- II. What Scripture applies best to this week's Bible lesson?

❖ Share what you have learned with others.

❖ Store Bible SLWs in your SOW album/yearbook.

4.A SPELLING: ALPHABETICAL ORDER

❖ Resources:

- Text: Bible, Webster Dictionary, Rod & Staff English Handbook, Writers Source Handbook
- Link: <https://www.biblegateway.com/>, <http://www.merriam-webster.com/>, <https://www.logicofenglish.com/resources/spelling-rules>

❖ Activities/worksheet: Spelling

- I. Refer to S&S: KSV for this week's spelling lesson.
- II. Dictate this week's KSV to student.
Note: Spelling words are those missed or chosen from this week's KSV dictation.
Options: A personal compiled spelling list from misspelled words in other subjects or an official spelling list. See link above.
- III. Write the spelling words in the left column.
- IV. Next to the spelling words, write the words in alphabetical order.

Alphabetical order...

Remember the key to alphabetizing is to look at the beginning of the words to put each word in alphabetical order. If the beginning letter is the same as another word, note the second letter of each word and put each word in alphabetical order according to the second letter. If the first and second letters are the same, then look at the third letter. This principle continues until all the words are in alphabetical order.

For example:

and, ape, apple, ate, beat, beet, cake

- ❖ Share what you have learned with others.
- ❖ Store SLW Spelling in SOW Bible album/yearbook.

5.C-3 ENGLISH: PARTS OF SPEECH: VERB

❖ Resources

- Text: Bible, Rod & Staff English handbook, Rod & Staff Parts of Speech worksheets * TE (6-8)
- Link: <https://biblegateway.htm>, <http://www.really-learn-english.com/english-parts-of-speech.html>

❖ Activities/worksheet: English: Parts of Speech

I. Text Activities...

- A. Using the English handbook or free online link, locate and read the chapter on verbs.
- B. Using English text/worksheets or free online link, do the verb exercises, then check your work.

Options:

- One exercise with English lesson; see weekly schedule.
- An exercise every day reinforcing the English lesson that week.

This English activity will be repeated three times per TE or year.

Therefore, use only the above two options saving other English exercises in a particular skill for another time.

C. Define verb.

II. Bible Activity...

- A. Refer to the S&S for this week's KSV.
- B. Write this week's KSV and reference; skip lines.
- C. Locate and underline twice all verbs in the KSV using a red pencil.
- D. First column, list each of the verbs found in KSV.
- E. Second column, write linking verb or action verb.

Note: If linking or action verb has a helping verb, write it with verb it is helping.

F. Third column, write the verb tense...past, present, or future.

G. Fourth column, write whether verb is singular, plural, or both.

Optional: Add previous English skills learned to this analytical activity.

Example: Genesis 2:18

"And the LORD God said, "It is not good that man should be alone; I will make him a helper comparable to him."

Verb/ Subject / being, action & helper /past, present, future/single, plural, both...

1. said/God/action/past/both
2. is/It/being/present/singular
3. should be/man/helping & being/present/both
4. will make/I/helper & action/future/both

- ❖ Share the truths you learned about God's word with others.
- ❖ Store English SLW in SOW Bible album.

6.A HEBREW/GREEK

❖ Resources:

- Texts: Bible, Bible Dictionary, Webster Dictionary, Strong Concordance
- Links: <https://www.biblegateway.com/>;
https://en.wikipedia.org/wiki/Main_Page; <http://www.merriam-webster.com/>

❖ Activity/Worksheet: Hebrew/Greek

- I. Refer to the S&S: Topic and Character for this week's Hebrew/Greek study.
- II. Locate each of these key words in the Strong's Concordance.

<http://www.elijah.com/lexicon.html>

Note: There are usually several listings for each word. The correct listing is the one located next to the Scripture reference you are studying.

- A. Locate the Strong's number next to the word.

Note: this number in the Hebrew or Greek dictionary in the back of the Strong's Concordance.

- B. Locate and write the following information next to each of the key words...

Note: if this information cannot be found in the Strong's concordance, use the Webster dictionary.)

1. Write the key word.
2. Write the Strong's number.
3. Write the word in Hebrew or Greek letters.
4. Write the Hebrew or Greek word in English letters with phonetic spelling.
5. Write the definition.
6. Write a cross-reference.

Note: If NT, write an OT Scripture verse; if NT write an OT Scripture verse.

❖ Share your insights, you have learned, with others.

❖ Store the Hebrew/Greek SLW in your SOW Bible yearbook/album.

7.A LITERATURE

- ❖ Resources: Bible;
 - Text: Bible; New Answers in Genesis (Vol I) Ken Ham; Step by Step (Pathway Readers), Complete Book of Christian Heroes, Christmas Carol by Charles Dickens, Pilgrim's progress by John Bunyun, Foxes Book of Martyrs, Stories for the Heart
 - Links: <https://www.biblegateway.com/>; https://en.wikipedia.org/wiki/Main_Page; <http://www.merriam-webster.com/>; <http://www.readanybook.com/ebook/a-christmas-carol-14392>
- ❖ Activities/worksheet: Literature
 - I. Refer to SOW S&S: Literature for selected literature for each literature lesson.
 - II. Read the literature selection aloud with expression as a group, silently, or have someone read it to you.

Note: If the literature selection is too long, divide the chapters to read per day until due date of lesson.
 - III. Introduction: Answer questions in full sentences ...
 - A. What is the type of literature?
 - B. Who is the author and what are some major facts about the author?
 - IV. Literature selection: Answer questions in full sentences ...
 - A. What is the title?
 - B. Who is the main character? Write the main... facts,
 - C. trait, conflict/problem, choice, and consequence?
 - D. What is the main theme or topic (love, pride, foolishness, etc.)?
 - E. What are the main events or facts?
 - F. When & where is the main setting?
 - G. How & why was the outcome or summary?
 - V. Literary device used: Answer questions in full sentences ...
 - A. What literary device was used? Define? Example?
 - B. What is the main word/line demonstrating the literary device? Write it.

Note: For poems, use the main quote to underline rhyming words & count all syllables, if applicable. Place # of syllables at the end of each poetry line.

Out in the Fields with God
"The little cares that fretted me,8
I lost them yesterday6
Among the fields above the sea,8
Among the winds that play."6
 - C. What is the main quote?
 - VI. Conclusion:
 - A. What did you learn about God, man, and the enemy in this lesson?
 - B. What Scripture best applies to this literature?
- ❖ Share your literature lesson with others.
- ❖ Store literature SLW in your SOW literature album/yearbook.

9.D CREATIVE WRITING: Cause & Effect- “I GET ANGRY, WHEN...”

❖ Resources:

➤ Texts:

[Bible \(NKJV\)/ Writers INC Handbook/ Webster Dictionary/ World Book Encyclopedia/ Bible Dictionary](#)

➤ Links: <http://www.wikihow.com/Write-a-Paragraph> <https://www.biblegateway.com/> https://en.wikipedia.org/wiki/Main_Page <http://www.merriam-webster.com/>

❖ Activities/Worksheet: Writing/Paragraph

I. Title: I get angry, when...

<https://www.youtube.com/watch?v=QIGWHEXy3Vs>

II. Introduction: Define anger...

<http://www.biblestudytools.com/dictionary/anger/>

III. Body:

A. I hate sin/evil. Mark 3:4,5

<http://www.gotquestions.org/love-sinner-hate-sin.html>

B. I can't get what I want. James 4:1,2

<http://www1.cbn.com/questions/how-can-people-overcome-lust>

C. Someone hurts/offends me. Proverbs 19:11

http://www.livingfree.org/index.php?option=com_content&view=article&id=561:when-people-hurt-you&catid=86:general-articles&Itemid=187

IV. Conclusion: What can I do to get rid of anger? Colossians 3:15, James 1:19,20, Colossians 4:31

❖ Edit: Check for grammar & spelling & clarity & flow before final draft.

http://www.proliteracy.org/downloads/pl_nb_web_ww_0911-2.pdf

❖ Speech: Share this creative writing lesson with others using SOW Speech SLW.

<http://library.vcc.ca/learningcentre/pdf/vcclc/Speaking-ChecklistforImprovingSpeakingSkills.pdf>

❖ Store: Place your creative writing SLW in your SOW creative writing album/yearbook.

10.F SCIENCE: EARTH- EARTH'S STRUCTURE

❖ Resources:

- Text...Bible (NKJV), World Book Encyclopedia/ Webster Dictionary/BJU Earth & Space
- Links... <https://www.biblegateway.com/>
https://en.wikipedia.org/wiki/Main_Page

❖ Activities/Worksheets: Report, Illustration, Observation, & Experiment & Project

I. Report... Earth's Structure

<http://www.kidsgeo.com/geology-for-kids/0020-crust-mantle-core.php>

- A. Topic: Define Geosphere... <http://www.thefreedictionary.com/geosphere>
- B. Biblical view vs World view: Though it is only speculation what is in the core of the earth, the creationist & the evolutionist both have similar views of the structure of the earth except with origin & sustainability. The creationist believe God only has the power, knowledge, presence, etc. to create the earth, whereas the evolutionist give these divine powers to create to natural forces, aliens, or other.

C. Biography & Quote: Dr. John Morris http://www.icr.org/John_Morris/

D. Timeline: day & event of these creation spheres...

<https://www.youtube.com/watch?v=VMxizWHbyFM>

1. Geosphere ...Genesis 1:9, 10
2. Hydrosphere ...Genesis 1: 6-8
3. Atmosphere...Genesis 1:6-8
4. Biosphere...Genesis 1:11-13

E. Scripture: Genesis 1:31

II. Illustration...Structure of Earth

http://www.ducksters.com/science/composition_of_the_earth.php

- A. Earth
- B. Crust
- C. Mantle
- D. Core

III. Observations: Discuss & describe composition, temperature, depth, density of the layers of earth... http://www.appstate.edu/~marshallst/GLY1101/lectures/2-Earth_Composition_Structure.pdf (Pages 25-32)

Define these terms...	Crust	Mantle	Outer Core	Inner Core
Composition				
Depth				
Temperature				
Density				

IV. Project: model of the earth's layers...

<https://www.youtube.com/watch?v=6TmQk8D6X64>

- A. Materials: 3 different colored model clay, 3 tooth picks, 3 strips (2"x1") of card stock paper, & black marker.
- B. Model: Make model of the earth's lithosphere...
 1. Make core ...roll clay into ball (1 inch diameter).
 2. Make mantle...using a different clay color, thickly layer it around the ball (2 inch layer).
 3. Make crust ...using another different clay color, thinly layer around the ball (1/2 inch layer).
 4. Cut ¼ of the ball out.
 5. Label layers using 3 tooth picks, 3 strips (2"x1") of card stock paper, & a black marker.
- C. SLW: Use Project SLW to describe what materials used & how you did this project.

V. Experiment: Density

<https://www.youtube.com/watch?v=zlkpZZW29b0>

- A. Hypothesis: Earth's structural layers have various density levels.
- B. Experiment:

# - type	Material	Experiment	Observations
1 - Density of water	-water -measuring cup -kitchen scale	Density of water... Weigh empty cup; Weigh cup with water; Subtract weight of empty cup from full cup; determine volume of water; use density formula to determine density.	What is density? What is mass? What is volume? If Density = $\frac{\text{Mass}}{\text{Volume}}$. What is density of water = _____.
2 - Density of solids	Water, glass bowl 1 sq" solid objects: ice, grape, plastic, wood, ping pong ball, sm. air filled balloon	Fill glass bowl half with water. Drop ice, then foam, then grape, then plastic, then wood, then ping pong, then balloon, # & list objects; rate all objects from 1 -5 (less to more).	Which solid object is the less dense & which is the most dense? Does size make a difference?

1. Conclusion: Density = amount of mass in volume. Therefore it makes sense that when the earth was created, the less dense layer of the earth's structure is the crust. The more dense layer is the core. Science has determined this by seismic wave experiments.

- ❖ Scripture: Isaiah 45:18
- ❖ Question: How is the earth made special with a purpose?
- ❖ Share what you have learned with others.
- ❖ Photograph you & your project for SOW yearbook/ album.

11.A HISTORY/GEOGRAPHY: WORLD GEOGRAPHY-MIDDLE EAST

❖ Resources:

- Text...[World Book Encyclopedia/BJU World Geography](#)
- Links... <https://www.biblegateway.com/>
https://en.wikipedia.org/wiki/Main_Page

❖ Topic: Middle East

Family/class or each student choose one Arab country from the Middle East such as Iraq, Iran, Saudi Arabia, Syria, Lebanon, Kuwait, Yemen, Turkey, etc. and *Israel. Note: This means doing 2 of every activity for 3 weeks. It is important student understands contrasting lifestyles and views of the Arab countries to Israel.

❖ Activities/Worksheets: Map, Culture, Report, Timeline

I. Map:

A. World:

<http://www.worldatlas.com/>

1. Draw or print out map of world with continent outlines...
2. Lightly color Asian continent yellow, Middle East region brown, & country you chose red.

B. Continent/Region: Middle East

<http://www.worldatlas.com/webimage/countrys/me.htm>

1. Draw or print out map of Middle East.
2. Color Middle East region brown; country chosen red.
3. Write names of each Middle Eastern country.
4. Locate each Middle Eastern country's capital city; place star & a #; make a key listing #s & write the correlating capital city's name.

C. Country: For the country chosen...

<http://www.worldatlas.com/webimage/countrys/me.htm>

1. Draw or print out map of country.
2. Draw & label names of borders, capital city, & major river/lake, sea/ocean, desert, & mountain.

II. Culture: Draw & write or cut & paste picture & label your chosen country's main cultural specifics ... https://en.wikipedia.org/wiki/Middle_East#Economy

A. Discovery/invention...

<http://www.historyworld.net/wrldhis/PlainTextHistories.asp?ParagraphID=dqa>

B. Architect... <https://www.pinterest.com/Ysabolladyhawke/architecturescenery-the-middle-east-yemensyriaisra/>

C. People ... <http://www.infoplease.com/ipa/A0855617.html>

- D. Currency... <http://www.infoplease.com/ipa/A0884794.html>
- E. Writing... https://en.wikipedia.org/wiki/Arabic_script
- F. Language... <http://www.omniglot.com/language/phrases/name.htm>
- G. Habitat... <https://www.youtube.com/watch?v=mVoLH7DLqal>
- H. Diet... <http://www.foodbycountry.com/>
- I. Fashion... <http://www.roughguides.com/gallery/traditional-dress/#/12>
- J. Recreation... <http://www.countryreports.org/>
- K. Festival/Holiday... https://en.wikipedia.org/wiki/Category:Festivals_by_country
- L. Military... <http://www.globalfirepower.com/>
- M. Education ... <http://www.factmonster.com/countries.html>
- N. Industry/Trade... https://en.wikipedia.org/wiki/Economy_of_the_Middle_East
- O. Livestock... <http://animalsmart.org/species/raising-animals-around-the-world>
- P. Crop... <http://www.fao.org/docrep/004/ac349e/ac349e05.htm>

III. Timeline:

<http://www.countryreports.org/>

- A. Draw & label 5 major dates, persons, and events of country chosen.
- B. Draw & label 5 major dates, persons, and events happening in the world.

IV. Report:

A. Report:

https://www.virtualtourist.com/travel/Middle_East/TravelGuide-Middle_East.html

1. Write a brief report on country you chose.
2. Draw or copy, cut, & paste picture of chosen country's most notable landscape.

B. Biography...

<http://worldnews.about.com/od/topstories/tp/Heads-Of-State.htm>

1. Write brief biography (who, what, when, where, how, why) of a past or present famous person from country chosen.
2. Draw or copy, cut, & paste picture of famous person chosen.

- ❖ Scripture: Genesis 28:14,15
- ❖ Question: Did this civilization glorify God or not? Explain?
- ❖ Share: Present clearly what you have learned with others.
- ❖ Album: Place all history SLWs with your photo in SOW history yearbook.

11.I HISTORY/GEOGRAPHY: WORLD HISTORY-SUMERIAN CIVILIZATION

- ❖ Resources:
 - Text...[Bible/World Book Encyclopedia/ Abeka World History](#)
 - Links... <https://www.biblegateway.com> https://en.wikipedia.org/wiki/Main_Page
- ❖ Topic: Sumerian Civilization... <https://www.youtube.com/watch?v=Gd1uEMKaeH8>
<https://www.youtube.com/watch?v=w8v2vRILL58>
<https://www.youtube.com/watch?v=mZsH6X9HtrU>
<https://www.youtube.com/watch?v=IESeb2-V1Sg> <https://en.wikipedia.org/wiki/Sumer>
http://www.newworldencyclopedia.org/entry/Sumerian_Civilization
- ❖ Activities/Worksheets: History/Military, Missionary, Arts, & Project
 - I. Military: Draw & label Sumerian...
<http://www.au.af.mil/au/awc/awcgate/gabrmetz/gabr0004.htm>
 - A. General/head... Abraham
<https://constantlyreforming.wordpress.com/every-battle-in-the-bible/>
<https://www.youtube.com/watch?v=2z94KRZgF54>
 - B. Uniform...<https://weaponsandwarfare.com/2015/11/06/ancient-warfare-armor-helmets-and-shields-ii/>
 - C. Armor...<https://weaponsandwarfare.com/2015/11/06/ancient-warfare-armor-helmets-and-shields-ii/>
 - D. Weapon... <http://www.angelfire.com/un/sumeria/wea.html>
 - E. Battle strategy...
http://joseph_berrigan.tripod.com/ancientbabylon/id46.html
 - F. Who Won? Why?
 - II. Missionary: Write who, what, when, where, how, & why information about how Abraham was a missionary to the land of Canaan.
<https://www.biblegateway.com/passage/?search=Genesis+12>
 - III. Arts: Choose music or art of Sumerian civilization...
 - A. Art...https://en.wikipedia.org/wiki/Art_of_Mesopotami
 - B. Music: <http://www.openculture.com/2014/07/the-oldest-song-in-the-world.html>
 - IV. Project: Present a world history presentation of the Sumerian civilization:
<http://www.sps186.org/schools/lincolnmagnet/historyfair/?p=14970&i=85532>
 - A. Display: (SLW album/yearbook, cardboard/foam backdrop, or items): Sumerian map, arts, resources, culture, facts.
 - B. Demonstrate: native dress, recreation, skit of literature, quote famous person, music, dance, art, biography of missionary, military battle, or other.

C. Photograph: Take pictures or video of this project for your SOW yearbook.

- ❖ Scripture: Isaiah 31:1
- ❖ Question: Did this civilization glorify God or not? Explain?
- ❖ Share: Share what you learned with others.
- ❖ Album: Place all history SLWs in SOW history album/yearbook.

12.E ELECTIVE: MODEL - NOAH'S ARK

❖ Resources:

- Text: [Bible \(NKJV\)/How to Build a Gingerbread House: A Step By Step guide for Sweet Results](#) by Christina B. Page/[Woodcarving Noah's Ark](#) by Shawn Cipa
- Link: <https://www.biblegateway.com/resources>
https://en.wikipedia.org/wiki/Main_Page

❖ Topic: Model of Noah's Ark

- <https://answersingenesis.org/noahs-ark/>
- <http://www.godvine.com/Man-Constructs-a-Full-Size-Replica-of-Noah-s-Ark-516.html>

❖ Activities/Worksheet: Elective

I.Draw & make model of the ark.

- <https://www.youtube.com/watch?v=e8dhQYr2Wkl>
- <http://www.upstateramblings.com/gingerbread-noahs-ark/>

A. Materials ...

1. Gingerbread or sugar cookie dough.
 2. icing (thick water & confectionary sugar) to act as glue for ark & decorating.
 3. candy & animal cookies for decorating ark.
- B. Cut ark shapes out of paper, then dough ¼ " thick.
- C. Bake dough till well done.
- D. Glue dough ark shapes together with icing; hold & let dry.
- E. Decorate with candy & animal cookies using icing.

❖ Scripture: Hebrews11:7

❖ Question: How did God use this lesson to teach you something about himself?

❖ Yearbook: Take a photograph of you & your elective & put it & the elective SLW in the SOW yearbook/album.

http://www.educationworld.com/a_lesson/02/lp268-02.sh

<https://www.shutterfly.com/yearbook/>