

SCIENCE
FOR
Little Hearts
AND
Hands

BONES and STONES

PARENT GUIDE


The Good and the Beautiful
CURRICULUM

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About This Course

Little children's hearts and minds are most impressionable during the preschool and early elementary years, so it's an important time for molding the way they view learning. Your enthusiasm while teaching in a positive and uplifting manner can help foster a love of learning and a desire for all things good and beautiful. This course strives to assist you in creating a solid educational foundation through fun, interactive, hands-on lessons that require minimal preparation.

What Does the Course Set Include?

- **Full-color *Parent Guide***

- ***The Big Book of Science Stories***

The Big Book of Science Stories contains beautifully illustrated stories that will inspire interest and wonder in a variety of science topics.

- **Lesson Audio Narrations**

Lesson audio narrations are included and will be accessed every few lessons. These audio narrations share interesting facts about the topics studied in a fun and engaging manner.

How to Get Started with This Course

Note: We recommend that the lessons in this unit be completed in order. Several of the concepts that are introduced in the first few lessons are essential for the child to understand in later lessons.

No preparation time is required for this course. Some activities will need additional supplies, which are listed on pages 7–9.

Belief Statement

The *Science for Little Hearts and Hands: Bones and Stones* unit has been written with a focus on basic Bible principles, allowing all families to use this unit and add in their specific beliefs. This unit works well for those who hold either Young Earth or Old Earth beliefs.



Lesson Overview

The *Science for Little Hearts and Hands: Bones and Stones* course consists of 30 lessons. Each lesson is parent directed and provides detailed teaching for young learners. The lessons are taught in story, audio narration, or activity format, with directions for the parent included in the lesson.

Lesson Text

To complete the lessons, simply follow the instructions on each page. Instructions in orange text are for you; text in black is what you read to the child.

Each lesson has a brief introduction and then instructs you to read one story from *The Big Book of Science Stories: Bones and Stones*, listen to an audio narration, or complete an activity. Finally, you will return to this *Parent Guide* for discussion questions and optional activities.

The Big Book of Science Stories

If instructed to do so in the lesson, read the suggested story to the child, and take time to enjoy the detailed illustrations. Every few lessons include a story from this resource.



Audio Narrations

Audio narration lessons can be found on the Good and Beautiful Homeschool app, which can be downloaded by scanning the QR code to the right or by visiting goodandbeautiful.com/apps. Alternatively, the audio narration lessons can still be found by going to goodandbeautiful.com/hearts-and-hands (password is “littles”). There are seven lessons throughout the unit that have audio narrations. In each of these lessons, you will be directed to remove and assemble the pawn from the perforated pages at the end of the unit. The child will use the pawn to follow along with illustrations that accompany the audio narration. The pawns do not need to be saved for future lessons.



Activities

Opening activities are listed at the beginning of each lesson, and optional activities are listed at the end of most lessons. Any supplies needed are listed on pages 7–9 and at the beginning of each lesson. Optional activities are not required but are offered as enhanced learning opportunities for you to complete with your child.

Important Safety Notice

Adult supervision is recommended for all activities as some require sharp objects, heat sources, or small objects that could be a choking hazard for young children.

Frequently Asked Questions

How long will a lesson take?

Lesson length will vary greatly among children. Have the child do as much work each day as the child's attention span will allow. You do not need to complete one lesson a day. You might do more or less than that. Look for cues of frustration or fatigue to help you know when to finish. The child will learn much from you as you display love, patience, and enthusiasm for learning. At this age it's important that the learning feels more like fun to the child than something forced or unpleasant.

Do you include any specific doctrine?

No, the goal of our curriculum is not to teach doctrines specific to any particular Christian denomination but to teach general principles such as honesty, hard work, and kindness.

Is there anything I need to do to prepare for a lesson?

This course is written as an open-and-go course. Activity supplies are listed on pages 7–9, and access to the Good and Beautiful Homeschool app is needed for some of the lessons.



Activity Supplies

Opening activities are listed at the beginning of each lesson, and optional activities are listed at the end of each lesson. Optional activities are not required but are offered as enhanced learning opportunities for you to complete with your child.

Lesson 1: What Is a Paleontologist?

- none

Lesson 2: Fossils

Optional Activity

- rock, toy dinosaur, small dog bone, or other similar-sized item

Lesson 3: Dinosaurs in Museums

- several pipe cleaners

Optional Activity

- play dough or modeling clay
- small object

Lesson 4: What Did Dinosaurs Eat?

- 3 foods the child likes, such as sliced banana, warmed green peas, or sliced strawberry (keep foods hidden)
- handheld mirror
- piece of lettuce per child
- piece of jerky per child
- plate
- quarter
- 5 dimes
- 5 nickels

Lesson 5: Reptiles in the Air

Optional Activity

- large bowl
- water
- 10 small pieces of fruit
- slotted spoon or small strainer

Lesson 6: Dinosaurs on the Land

Optional Activity

- different shapes of dried pasta
- paper
- glue

Lesson 7: Ancient Sea Creatures

Optional Activity

- 1 c flour
- $\frac{1}{2}$ c salt
- $\frac{1}{2}$ c warm water
- parchment paper
- small shells or similar sea objects
- oven (optional)

Lesson 8: Ancient Mammals

Optional Activity

- sidewalk chalk

Lesson 9: Extinct Animals

- none

Lesson 10: What Is a Geologist?

- magnifying glass
- measuring tape
- sandpaper
- cup of water
- pencils, colored pencils, or crayons
- paper
- outdoor area with rocks or a handful of rocks if indoors
- something to take photos with (optional)

Lesson 11: Layers of the Earth

- bed

Optional Activity

- cutting board
- apple
- knife (for adult use only)



Activity Supplies. cont.

Lesson 12: Landforms

Optional Activity

- damp play sand
- large casserole dish

Lesson 13: Glaciers

- paper or plastic cup
- small rocks
- water
- blue food dye (optional)
- access to a freezer
- baking sheet with raised edges or cake pan
- wax paper
- flour
- book (2.5-5 cm, or 1-2 in, thick)

Lesson 14: Earthquakes

Optional Activity

- blocks or craft sticks
- straws
- tape
- tabletop



Lesson 15: Volcanoes

- blankets and pillows

Optional Activity

- play dough or modeling clay
- small cup
- large baking sheet
- $\frac{1}{4}$ c baking soda
- red food dye (optional)
- utensil to mix
- $\frac{3}{4}$ c vinegar



Lesson 16: Caves

- a blanket
- 2 chairs
- flashlight

Optional Activity

- cardstock or construction paper
- paint
- crayons or markers

Lesson 17: Rocks

- clean rock

Optional Activity

- 1-2 rocks
- paints
- paintbrushes

Lesson 18: Igneous Rocks

Optional Activity

- handful of mini marshmallows
- 2 Tbsp chocolate chips
- handful of dry cereal (such as corn flakes)
- microwave-safe bowl
- heat-safe spoon
- microwave

Lesson 19: Sedimentary Rocks

- wax or parchment paper
- play dough
- heavy item (such as a cast-iron pan)

Optional Activity

- 1-qt clear container with tight-fitting lid
- 1 c uncooked rice
- funnel (optional)
- 1 c dark-colored dried beans
- 1 c flour
- water
- duct tape (optional)



Activity Supplies. cont.

Lesson 20: Metamorphic Rocks

- play dough or modeling clay (2–4 colors)
- plastic sandwich bag

Optional Activity

- candy bar (with peanuts, nougat, or caramel), OR avocado, cream cheese, and salt & pepper
- plastic sandwich bag
- heavy item

Lesson 21: Mining

- prepared cupcake
- 2 plates
- plastic knife
- soda can (rinsed and filled with drinking water)
- pencil (regular or mechanical)
- plastic spoon
- toothpick
- 1 c hard-packed brown sugar
- pebbles
- 2 colors of play dough or modeling clay
- sprinkles
- frosting

Lesson 22: Gemstones

- treat or snack

Optional Activity

- paper
- drawing utensils
- something to hide

Lesson 23: Geodes

- sticky note or piece of paper
- cardboard egg carton
- scissors
- plastic wrap
- blue paint
- paintbrush
- small sandwich bag
- 2 Tbsp Epsom salt
- blue food coloring
- glue

Optional Activity

- geode
- safety goggles
- tube sock
- chisel
- rock hammer or sledgehammer

Lesson 24: Diamonds

- play dough or modeling clay
- scrap paper
- plastic object
- metal spoon
- glass object

Optional Activity

- diamond (real or in a picture)



Lesson 25: Metals

- 3–5 metallic items, such as a ring, paper clip, safety pin, coin, or key

Lesson 26: Extracting Metals

- paper clips
- play dough or modeling clay

Optional Activity

- paper clips
- shallow baking dish
- soil
- magnet

Lesson 27: What Is Geography?

- map of your town, city, or country

Optional Activity

- modeling clay or play dough

Lesson 28: Maps

- small toy or book
- hand-drawn map (see lesson for details)

Lesson 29: The Continents

- world map or globe (optional)

Lesson 30: Zones of the World

Optional Activity

- map of where you live



WHAT IS A PALEONTOLOGIST?



OPENING



Read to the child: Look at the animal tracks below. Based on the shape, can you guess what stepped in the mud before it dried? These are dog prints!



What do you think landed in the sand on the side of a river to make the shapes below? Maybe you have seen this type of plant. It is called a fern!



When God created the world, He made many different types of animals and plants—so many that we are still learning about them! While some of these animals and plants no longer exist today, they did leave behind prints such as these. Scientists study these prints, along with bones and other things they find in the ground, to learn what the world was like a long time ago.

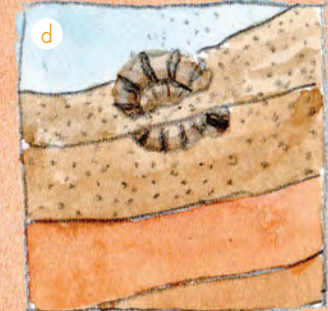
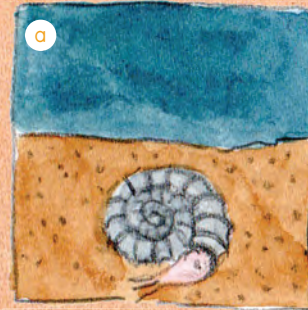
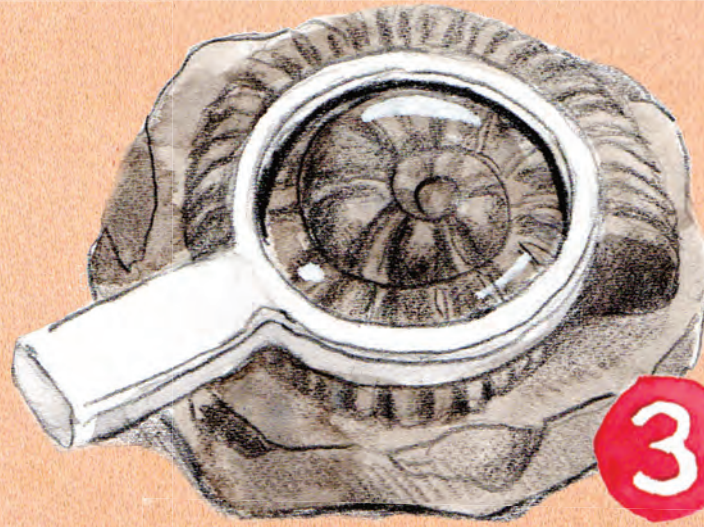
Read to the child: The scientists who study plants and animals from long ago are called *paleontologists*. Today we are going to learn about how they discover amazing things from the past. Let's visit the Bones and Stones Museum and hear what our tour guide, Ashley, has to say about all of these old bones and stones!



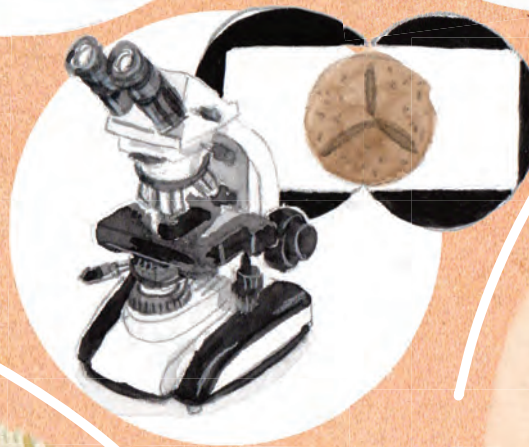
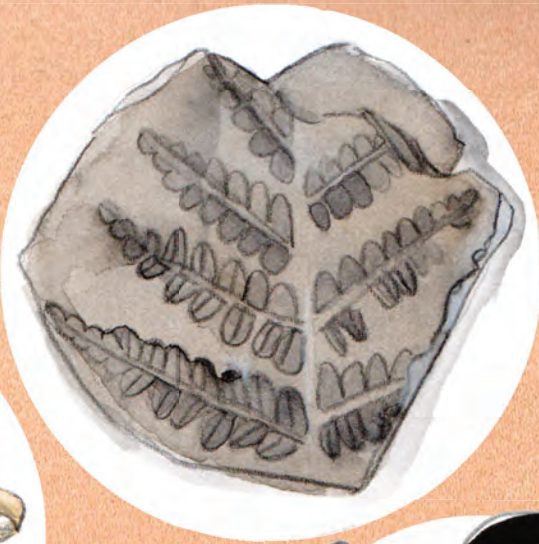
Audio Narration

Remove the Lesson I pawn from the perforated pages at the end of the unit. Have the child put the pawn on illustration I on the next page. Begin the audio narration "What Is a Paleontologist?" When you hear a chime, have the child move the pawn to the next number by following the arrow. Turn the page when you hear the third chime to continue the narration. Afterward, have the child answer the discussion questions.





4

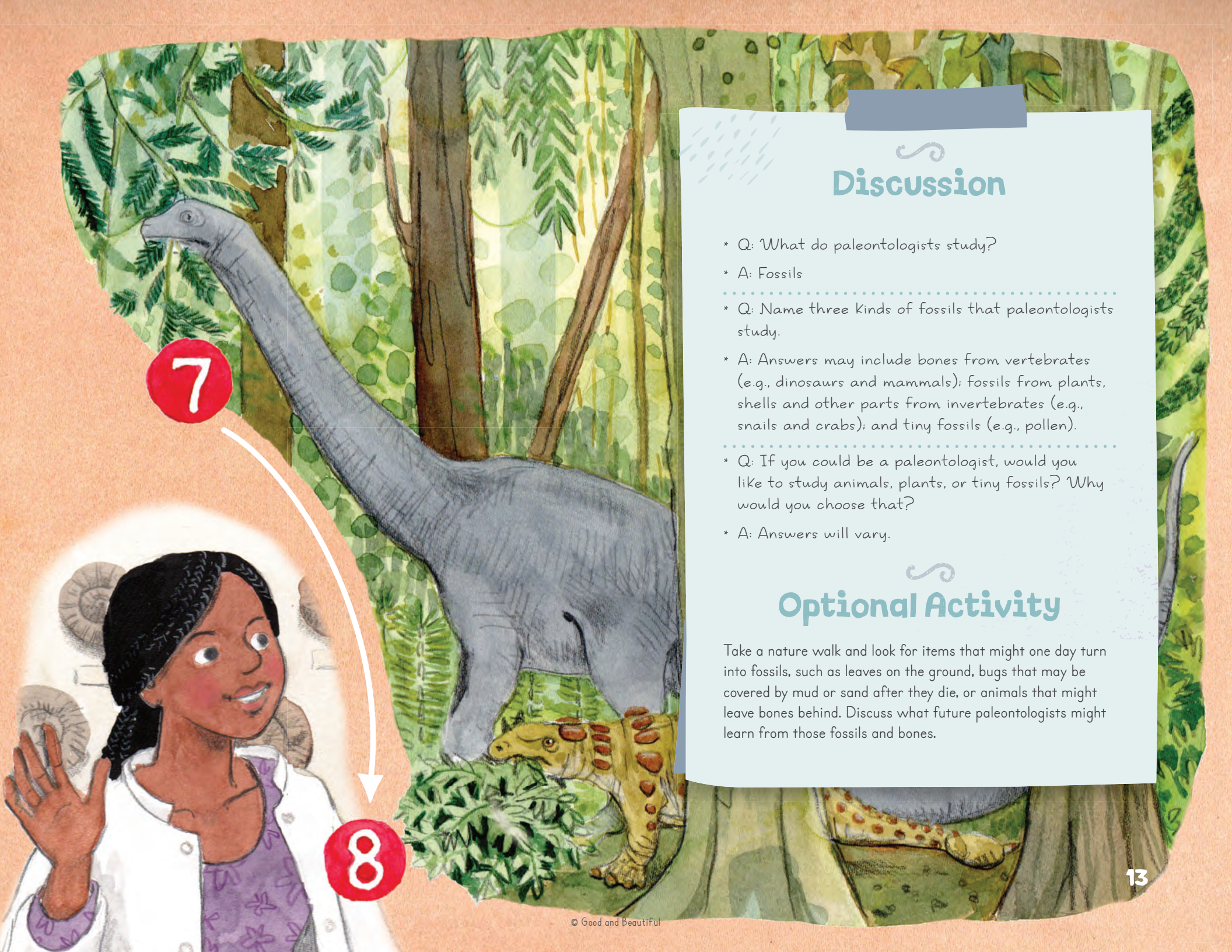


6



5



The background illustration depicts a lush prehistoric forest. A large, grey, long-necked dinosaur stands in the center, reaching its head towards the top of the frame. In the foreground, a young girl with dark skin and hair, wearing a white lab coat over a purple patterned shirt, is shown from the chest up. She is smiling and gesturing with her right hand. A white arrow points from a red circle with the number 7 towards a red circle with the number 8. The number 7 is positioned near the dinosaur's head, and the number 8 is positioned near the girl's hand.

7

8

Discussion

- * Q: What do paleontologists study?
- * A: Fossils
-
- * Q: Name three kinds of fossils that paleontologists study.
- * A: Answers may include bones from vertebrates (e.g., dinosaurs and mammals); fossils from plants, shells and other parts from invertebrates (e.g., snails and crabs); and tiny fossils (e.g., pollen).
-
- * Q: If you could be a paleontologist, would you like to study animals, plants, or tiny fossils? Why would you choose that?
- * A: Answers will vary.

Optional Activity

Take a nature walk and look for items that might one day turn into fossils, such as leaves on the ground, bugs that may be covered by mud or sand after they die, or animals that might leave bones behind. Discuss what future paleontologists might learn from those fossils and bones.

WHAT DID DINOSAURS EAT?

Supplies Needed

- * three foods the child likes, such as sliced banana, warmed green peas, or sliced strawberry (keep foods hidden)
- * handheld mirror
- * piece of lettuce per child
- * piece of jerky per child
- * plate
- * quarter
- * 5 dimes
- * 5 nickels

OPENING



Gather three foods that the child likes. Keep the foods hidden. Read to the child: Close your eyes and open your mouth. I'm going to give you a taste of something, and you're going to tell me what it is without looking.

Put a small piece of the first food in the child's mouth. After the child has swallowed the food, read to the child: What is that? Yes, it is! Now, close your eyes and open your mouth again.

Put a small piece of the second food in the child's mouth. After the child has swallowed the food, read to the child: What kind of food is that? Great job! Close your eyes and open your mouth one more time.

Put a small piece of the third food in the child's mouth. Read to the child: Can you tell what that is? You're exactly right.

Read to the child: You just tasted some different foods that humans can eat. Do we have to eat in order to stay alive? That's right, we do! Did you know that the same was true for dinosaurs? They had to eat, too, and scientists have been studying dinosaurs long enough to learn which foods they ate. Let's dive in and discover a bit more about dinosaur foods.



Activity Time

Read to the child: If you could go buy groceries all by yourself, what foods would you buy? **Allow the child to answer.** Those are all great ideas! I like some of those foods too. As humans, we are able to eat plants, such as fruits and vegetables, grains, and meat, such as beef, fish, and chicken. This makes us *omnivores*, which are creatures that eat both plants and meat from animals.



Some dinosaurs were omnivores and ate both plants and animals, just like us! The dinosaurs in this picture were omnivores.



Many dinosaurs were *herbivores*, meaning they ate only plants. This next picture shows dinosaurs that were herbivores.



And still other dinosaurs ate only meat, so they were called *carnivores*. These dinosaurs below were carnivores.



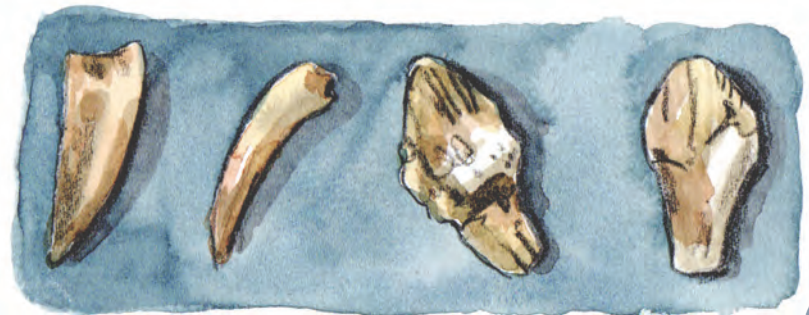
Read to the child: How do you think scientists know what different dinosaurs ate? Looking at the bones that make up the dinosaur's head, called the skull, can give a scientist a pretty good clue.



Hand the child a mirror. Read to the child: Open your mouth wide and look at your teeth in the mirror. How are your back teeth different from your front teeth? Your wide, flat back teeth are good for chewing and grinding food into small enough pieces that you can swallow and break down, or *digest*. Your front teeth are longer, which makes them really good at taking bites of fruit and vegetables, and your sharp, pointy teeth to the side are good at tearing meat. Do you think you could chew up a carrot without strong back teeth? And how would you take a bite from a piece of chicken without your pointy teeth? Isn't it wonderful that our wise and loving God gave us the tools we need to eat the food that keeps us healthy?



God also knew that dinosaurs needed the right kind of teeth to eat their food! Scientists also think some dinosaurs' stomachs were shaped differently to let them digest only meat or only vegetables.



* Spinosaurus
[SPY-no-SORE-us]



* Stegosaurus
[STEG-oh-SORE-us]



* Fruitadens
[FROOT-a-dens]



* Velociraptor
[vel-QH-ser-QP-tor]



* Triceratops
[tri-SAIR-uh-tops]

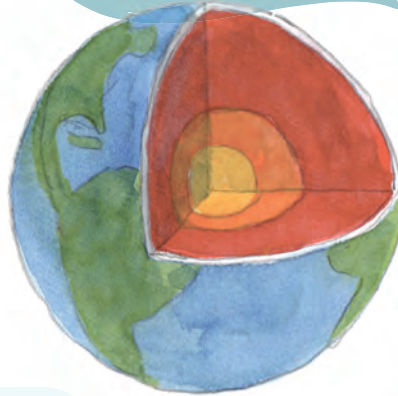


* Edmontosaurus
[ed-MON-toh-SORE-us]



LESSON II

LAYERS OF THE EARTH



Supplies Needed

- * bed
- Optional Activity
- * cutting board
- * apple
- * knife (for adult use only)

OPENING



Take the child into one of your home's bedrooms with a fully made bed and point it out to the child. Read to the child: This bed has several layers. First is the top blanket or comforter. Let's pull that back and see what's underneath. There is a sheet. Let's pull that back too. What's under the sheet? The mattress (or a mattress pad, depending on your bed)! Look under the mattress—what's the next layer? It's the box spring (or bed frame). We looked at four layers of the bed. The earth also has four layers!

Read to the child: Have you ever wondered what's under your feet when you're outside playing? You can see dirt or sand, of course. But what's under that? People have wondered this for a very long time, and they have been digging holes into the earth to try to answer this question! Our story today is going to tell us about the earth under our feet and one of these holes.

Story Time

Read to the child "A Brownie Sundae Borehole" on page 88 of *The Big Book of Science Stories*, and then return to the *Parent Guide* for discussion questions.





Discussion

- * Q: What is the outer layer of the earth called?
- * A: The crust
-
- * Q: Are the inner and outer core of the earth hot or cold?
- * A: Very hot
-
- * Q: What do you think we could learn from drilling deeper into the earth?
- * A: Answers will vary.

Optional Activity

Place an apple on a cutting board. Tell the child that the apple represents the earth. Then cut the apple in half. Discuss with the child which parts of the apple represent which parts of the earth: the peel is the crust; the flesh is the mantle; the core is the outer core; and the area where the seeds are is the inner core. Cut both halves of the apple into slices and enjoy a snack together. (Be sure to put the knife out of the child's reach.)

Note: The activities for Lesson 13 require preparation at least one day in advance. See instructions on page 45.

LESSON 15

VOLCANOES

Supplies Needed

- * blankets and pillows
- * ¼ c baking soda
- * Optional Activity
- * red food dye (optional)
- * play dough or modeling clay
- * utensil to mix
- * small cup
- * ¾ c vinegar
- * large baking sheet

Direct the child to look at the image of a volcano on the next page. Read to the child: A *volcano* is an opening in the surface of the earth—usually on a mountain—where gases, ash, and hot lava come up from deep inside the earth. Point out the ash and lava in the image of the volcano. When this happens, it is called a volcanic eruption. Let's listen to learn more about volcanoes.



Audio Narration

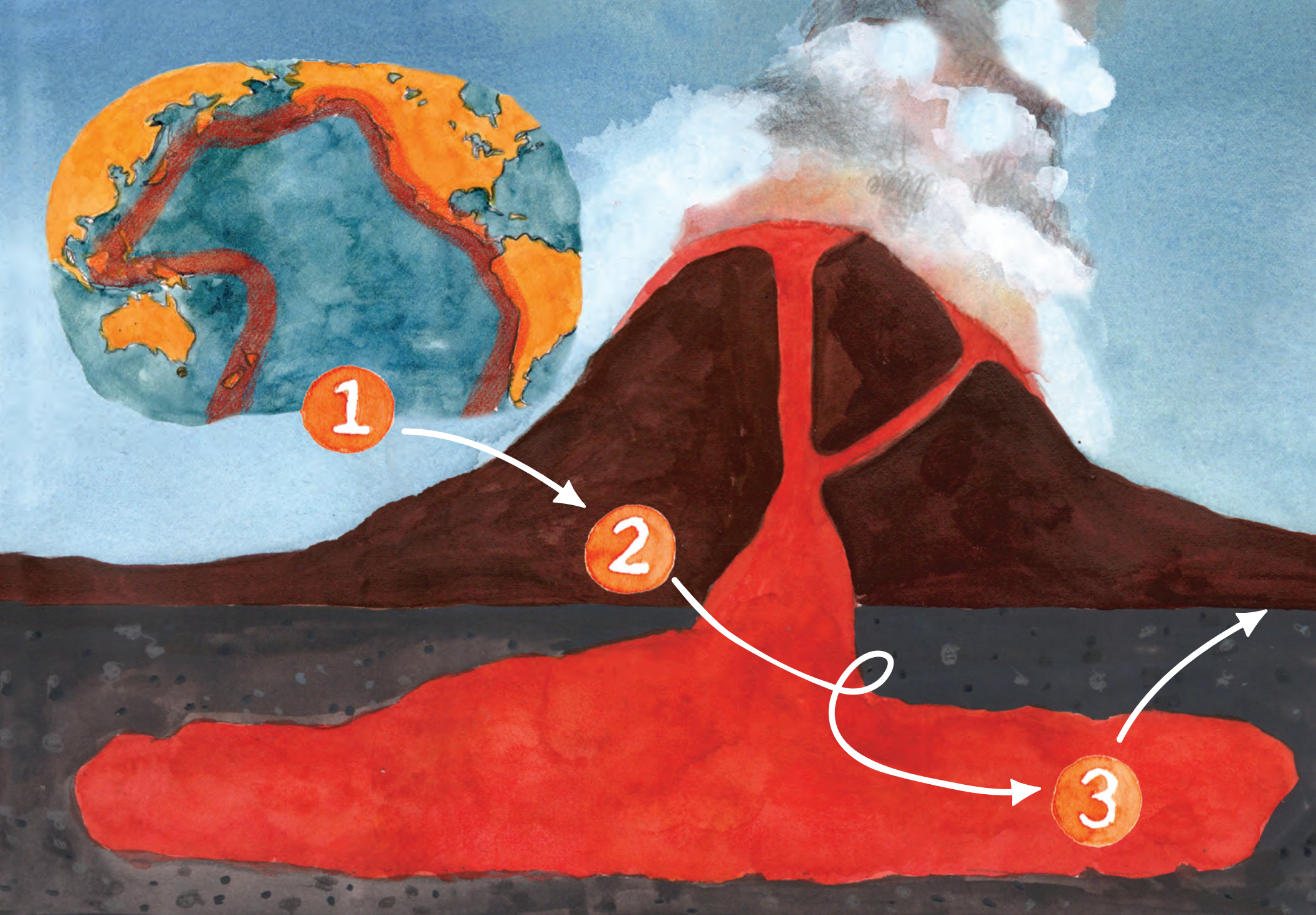
Remove the Lesson 15 pawn from the perforated pages at the end of the unit. Have the child put the pawn on illustration I on the next page. Begin the audio narration "Volcanoes." When you hear a chime, have the child move the pawn to the next number by following the arrow. Turn the page when you hear the third chime to continue the narration. Afterward, have the child answer the discussion questions.

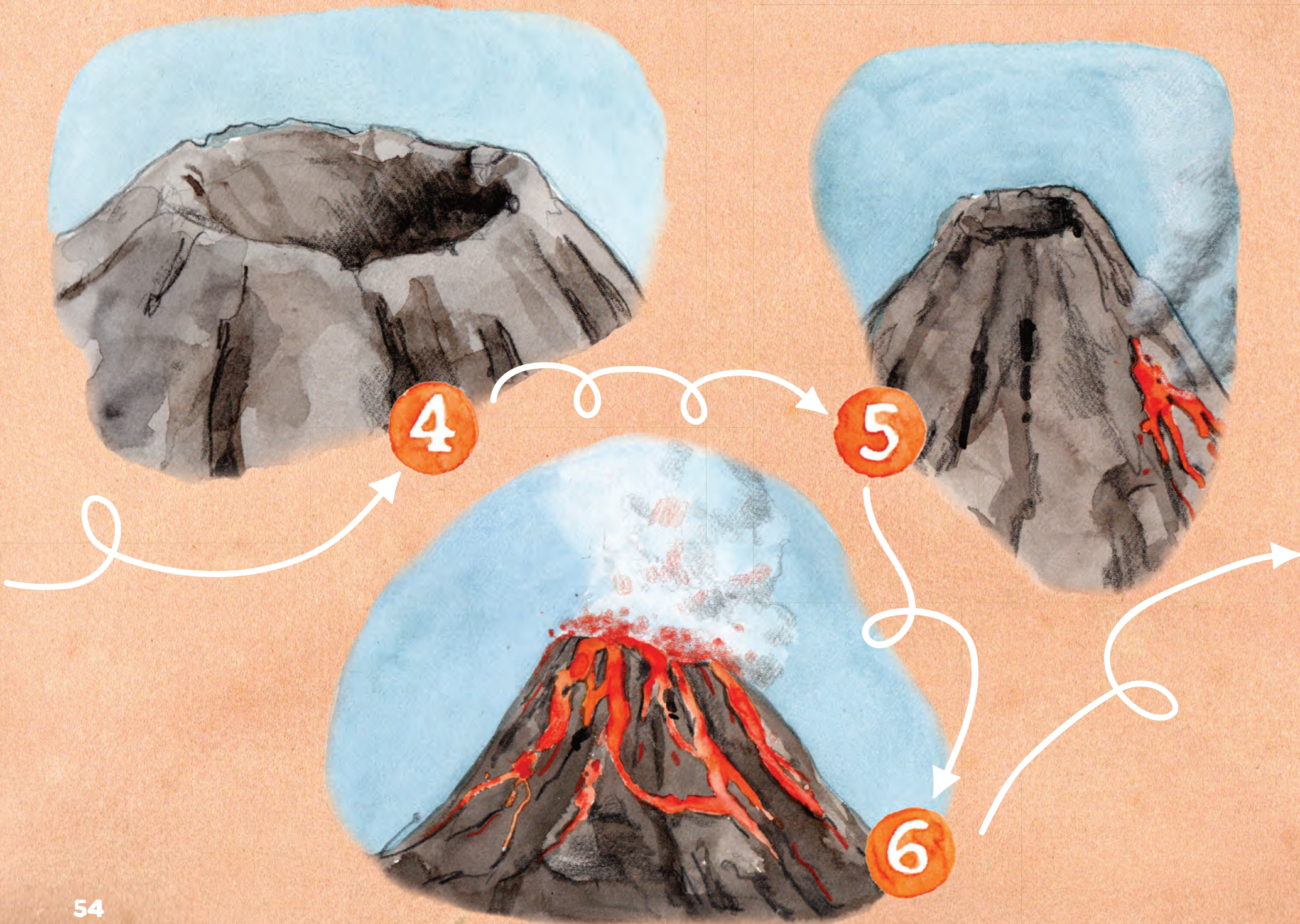
OPENING



Play a game of "Lava" by placing a few pillows or blankets on the floor. Travel around the room by jumping on the blankets and pillows while trying to avoid touching the floor. Read to the child: Let's play a game of "Lava." We're going to pretend the floor is hot lava, and we can't step anywhere on the floor.

What is actual lava? *Lava* is rock that is so hot that it has melted into a liquid! Lava erupts from deep inside volcanoes. When it is underground, it is called *magma*. As soon as it comes out of Earth's crust, it is called lava.





7

Discussion

- * Q: What is melted rock called when it's inside the earth? What is it called when it comes out of the volcano?
- * A: Magma; lava
- * Q: What are some of the parts of a volcano that you heard about?
- * A: Magma chamber, side vents, crater
- * Q: Would you like to watch a volcano erupt? Why or why not?
- * A: Answers will vary.

Optional Activity

Have the child make a volcano by putting play dough around a small cup. Be sure to place the cup and play dough on a large baking sheet to catch the mess. After the child has built his or her volcano, leaving an opening where the top of the cup is, fill the cup with $\frac{1}{4}$ c baking soda and a few drops of red food dye (optional) and mix it together. Put a few drops of red food dye into $\frac{3}{4}$ c vinegar. Pour the vinegar into the cup mixture and watch it erupt!



LESSON 27



WHAT IS GEOGRAPHY?



Supplies Needed

- map of your town, city, or country

Optional Activity

- modeling clay or play dough

OPENING



With the child, look at a map of your town, city, or country.

Read to the child: This map shows the area around where we live.

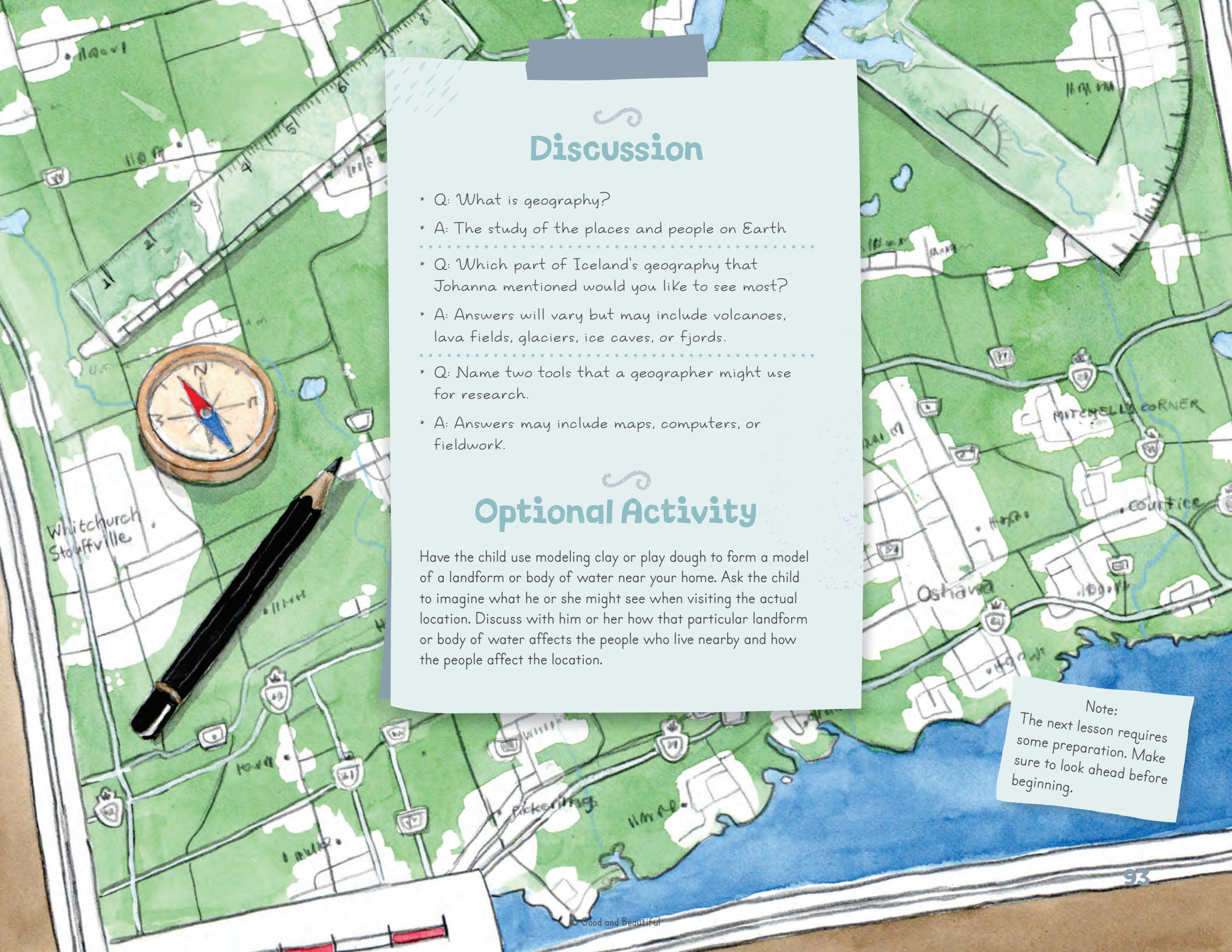
Show the child 2–3 natural landmarks on the map, such as mountains, lakes, or rivers. **Read to the child:** These places are landmarks. They can help us know where we are in our town (or city or country). Scientists have been exploring and studying the earth for many years in order to learn about beautiful landmarks, such as these, as well as other areas around the world. This type of study even has its own special name!

Read to the child: *Geography* is the study of places on the earth. A person who studies geography is called a *geographer*. Geographers study and learn things such as why the earth's surface is shaped a particular way. Geographers also learn about how being in a certain place affects the way people live, including the kinds of food they eat and the types of houses they build. Let's listen as Johanna tells us about the geography of her home country.

Story Time

Read to the child "Geography with Johanna" on page 200 of *The Big Book of Science Stories*, and then return to the *Parent Guide* for discussion questions.





Discussion

- * Q: What is geography?
- * A: The study of the places and people on Earth
- * Q: Which part of Iceland's geography that Johanna mentioned would you like to see most?
- * A: Answers will vary but may include volcanoes, lava fields, glaciers, ice caves, or fjords.
- * Q: Name two tools that a geographer might use for research.
- * A: Answers may include maps, computers, or fieldwork.

Optional Activity

Have the child use modeling clay or play dough to form a model of a landform or body of water near your home. Ask the child to imagine what he or she might see when visiting the actual location. Discuss with him or her how that particular landform or body of water affects the people who live nearby and how the people affect the location.

Note:
The next lesson requires some preparation. Make sure to look ahead before beginning.

MAPS

Supplies Needed

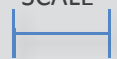
- * small toy or book
- * hand-drawn map (prepared ahead of time; see details in "Opening" section)

OPENING

Hide something small, such as an action figure or a book, somewhere in your home. Draw a basic map of your house and mark where the hidden object is. For younger children, draw a map of the room the item is hidden in.

Read to the child: This map shows you where I've hidden a small object. Use the map to help you find it!



SCALE

 ½ in = 500 ft

Read to the child: We just followed a simple map to find something. This map only showed a little bit of where we live, but there are maps that can show us our state, our country, and even the world. There are many different kinds of maps, and each shows different types of things, such as states, weather, the kinds of crops grown somewhere, or roads and highways. Let's explore maps!

Take a look at the map on this page. Can you reach out and tap the star? The star shows where the park is! There are also areas that are green for land or blue for water. Trace your finger along a line that shows a road. There are little green triangles for trees and little red triangles for houses as well.

All of these—the colors, shapes, and lines—are called *symbols*. Symbols make it easier for us to spot things on the map.

Does this map look like it is the same size as a real-life place? No, it's a much smaller picture, isn't it? Every map lets us see a big place on a smaller picture. You can tell how big things are on the map compared to real life by looking at the scale. This scale will tell you how big something is compared to the measurement on the map. Can you measure how big the park is with your fingers? Now put your fingers on the scale. On this map, ½ inch equals 500 feet—longer than a football field. The park is ½ inch wide on the map, so this means in real life the park is 500 feet wide! Let's look at the different kinds of maps that we can use to help us learn about our world.

Activity Time

Read to the child: Imagine you could hold the whole world in your hands. When you look down at the planet, you see the big pieces of land called continents and the vast stretches of water called oceans. Look at the map below. This kind of map is called a *political map*. Can you use two fingers and walk them along the lines in the picture below? These lines show the edges between countries. Now quickly poke a few of the dots on the map. These little dots here show us the capitals of some of the countries.

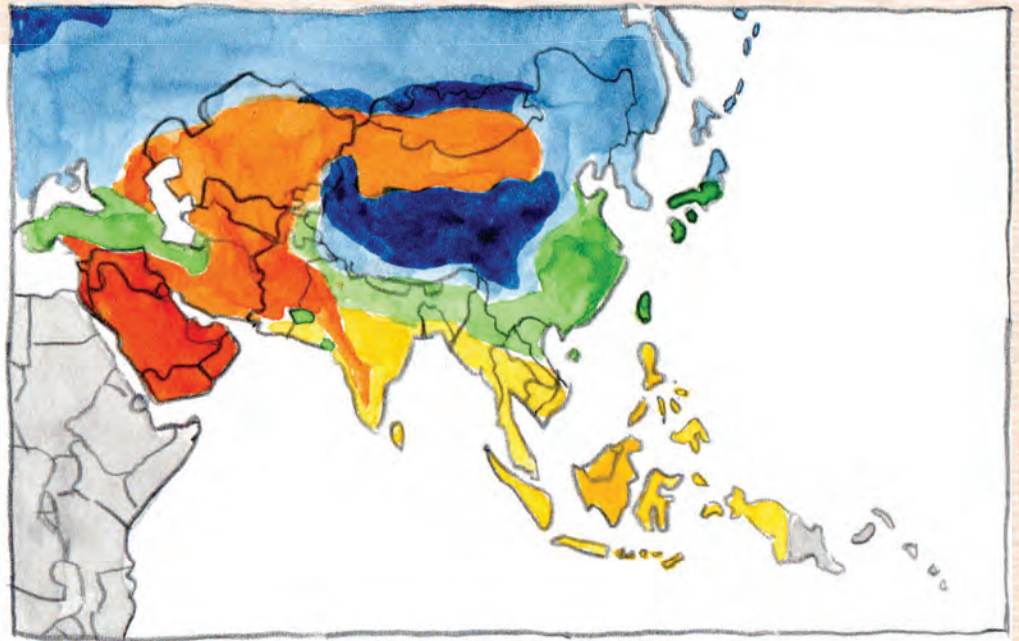


The map below looks a bit different, doesn't it? This map shows us where we can find winding rivers, large lakes, tall mountains, and forests full of animals. In this type of map, called a *physical map*, rivers and lakes are often colored blue. Can you gently flick a place on the map where there is water? That's right! The land is shown in different shades of green and brown, depending on how high up the land is. Low land is shown in dark green; land higher up is in lighter colors. Mountains are shown in brown. Use two fingers to climb up a mountain!



Activity Cont.

Do you know what kind of weather is normal in different parts of the world? You can see this on a *climate map*! The map to the right shows us the *climate*, or the usual kind of weather, for different places. Some places are hot; some are cold. Some have a lot of rain or snow, and other places are very dry. Climate maps show this information using different colors for different climates. Use your thumb to rub a blue place on the map. The blue means this place has a colder climate.



Take a look at the map to the left. Do you see the little pictures on it? This is a *resource map*, a type of map that shows which products different countries produce, or make, and sell to other countries.

You may notice the box that has the symbols listed next to words. This is a *map key*. It tells us what the symbols stand for. Pet the cow on the key. The picture of the cow tells us that at least one country in South America sells cows for beef to make money.

A map key may have symbols for factories, farms, oil, or minerals. On this map the brown pods are a symbol for soybeans, and the reddish bars are a symbol for a metal called copper. Can you spot the tiny sugar cube? This country sells sugar! Which country do you think sells planes? Let's pretend to fly to that country!



Activity Cont.

This last map is one that you may have seen your parents use on their phones or in the car. It is called a *road map*. This map shows the different roads, highways, or railways in an area and helps us find our way from one place to another. These maps can also show street names, parks, buildings, and locations as small as a city or as big as a whole country!

Maps are like special pictures that help us explore places and know where to go. In the same way, did you know that following and trusting Christ acts as a map for our lives, showing us how to act and allowing us to experience God's goodness? Proverbs 3:5-6 says, "Trust in the LORD with all thine heart; and lean not unto thine own understanding. In all thy ways acknowledge him, and he shall direct thy paths." Now that you are a map expert, you can make maps of your own to show someone all about where you live!

Discussion

- * Q: What information is on a road map?
- * A: Answers will vary but may include street names, specific buildings, or parks.
-
- * Q: Name one way maps are useful.
- * A: Answers will vary but may include showing where countries and their capitals are, the usual kind of weather in an area, what products different places make and sell, and the right roads to get from one place to another.
-
- * Q: What other kinds of maps can you think of?
- * A: Answers will vary but may include maps of stars, constellations, and space; maps of parks, playgrounds, and theme parks; maps of stores and shopping malls; treasure maps; or weather maps.

Supplies Needed

* world map or globe (optional)



THE CONTINENTS

OPENING



Show the child a world map (on paper or online) or globe.

Read to the child: Do you notice the really big areas of land on this map? These are called *continents*. **Point out the seven continents to the child, and let him or her tell you anything he or she notices about their size or shape.** On globes and maps, we divide the earth into north, south, east, and west. Everything above the center, or the equator, is north, while everything below is south. An imaginary line called the Prime Meridian divides east from west. **Point out the equator and Prime Meridian.**

Read to the child: Continents are what we call the big areas of land on our planet. God created each continent with different types of plants and animals, weather, mountains and lakes, and people. Our country is (*say your country's name*), and it is on the continent of (*say your continent*). Let's get ready to meet Olivia; she is going to tell us more about each of the continents.



Audio Narration

Remove the Lesson 29 pawn from the perforated pages at the end of the unit. Have the child put the pawn on illustration I on the next page. Begin the audio narration "The Continents." When you hear a chime, have the child move the pawn to the next number by following the arrow. Turn the page when you hear the fourth chime to continue the narration. Afterward, have the child answer the discussion questions.









Discussion

- * Q: Which continent has the most people and the most land?
- * A: Asia
-
- * Q: What is one continent on which penguins can be found?
- * A: Antarctica
-
- * Q: Which continent would you most like to visit? Why?
- * A: Answers will vary.

Optional Activity

Memorize the names of the continents!

(Sing to the tune of "Row, Row, Row Your Boat")

Say, say, say the names

Of the Continents.

Let's begin with Aus-tral-ia;

Then we'll say the rest.

North A-mer-i-ca,

South A-mer-i-ca,

Asia, Europe, Af-ri-ca,

Then Ant-arc-ti-ca!