

Lesson 1: Why Is His Story Important to Me?, Part 1

In this first lesson, some basic principles will be reviewed so that children will have a clearer understanding of the purpose of studying the scriptures and the history of the world.

Materials needed for this lesson:

Gospel Art kit pictures, #240 *The Savior*, #600 *The World*; Parent Supplement, *The First Article Of Faith, His Story, The Scientific Method*; Recall Cards, *The First Article Of Faith, 1 Nephi 19:23, Moses 1:39; Scientific Method, God's World, God's Care*; video *Called To Serve* (available from your meetinghouse library); handwriting books; Science Journals.



History & Religion

Welcome the children and express your enthusiasm at the opportunity to learn more about the gospel together.

 Read together, *The First Article of Faith*

(Memorization of this Recall Card earns one Mastery sash rhinestone.)



Sing: *The First Article of Faith*; Children's Songbook, pg. 122

This song is known as *The First Article of Faith*. It states that as members of the Church, we believe in who? (Heavenly Father, Jesus Christ and the Holy Ghost)


These three men are known as The Godhead.

? Who is God the Eternal Father? (He is the father of our spirits.)

? Who is Jesus Christ? (He is the Son of God in the Spirit and the flesh)

? What do they do? Why are they there for us? (Encourage all answers)

We read about the Lord's purpose in the scriptures.

 Read together Moses 1:39. *For behold this is my work and my glory, to bring to pass the immortality and eternal life of man. Moses 1:39.*

(Memorization of this Recall Card earns one Mastery sash rhinestone.)

Heavenly Father and Jesus love us and are there to show us how to return to heaven and become like them.

? How do we know these things about Heavenly Father and Jesus? (We learn from parents, primary teachers, the scriptures)

Most of what we know about Heavenly Father, we learn from the scriptures. Other things we have learned from living prophets.

? How did we get the scriptures?

The scriptures are a record kept by prophets and other people of the earth. These records are passed


down from father to son, or from generation to generation so that we will have a history of God's (or Heavenly Father's) communication to man on the earth.

Show the picture of Jesus Christ.

? What does the word **history** mean? (It is His story, the story of God's plan for man on the earth. (Direct an older student to look up the word in the dictionary)

? Why is it important to know history? (Lead discussion toward learning from other people's experiences, avoiding some dangers, emulating successes)

? How can studying the scriptures help us? (We can apply it to our lives and follow the teachings.)

 Read together, Recall Card; *For I did liken all scriptures unto us, that it might be for our profit and learning. 1 Nephi 19:23 .*

(Memorization of this Recall Card earns one Mastery sash rhinestone.)

? What does **liken** mean? (Applying it to our lives, learning from the past)

? Would your children and grandchildren like to know about you and what you learned as a child? Why?

? How can you create a history or record for your children and grandchildren? (by keeping your own journal with writing and pictures)

We will be keeping a journal this year to help us remember what we have learned and to measure our own progress.



Journal Entry

Level 1: Direct students to dictate their response to "Jesus was sent here to help me return to Heavenly Father. He helps me by. . ." Have them illustrate their answers.

Level 2: Direct students to write their response to "Jesus was sent here to help me return to Heavenly Father. He helps me by. . ." Have them illustrate their answers. Encourage good handwriting. Do not correct grammar or spelling.

Levels 3 & 4: "Jesus' mission is to help me return to Heavenly Father. I will help Him in His mission by. . ."

Levels 5 - 8: Read Moses 1:39. Explain the Savior's mission in your own words. How does His mission apply to you?

Parent: Encourage good handwriting. Do not correct grammar or spelling for journal writing..

Levels 5 - 8: Student Directed Learning:

A History of God's World and Your Place In It; Prologue; Elaine A. Cannon

Students should begin reading this book independently.

Read pages 3-9 and answer the questions at the end of the chapter.

(Note: If you have not purchased a paper edition of this book, provide a journal for your student to record his/her thoughts and respond to questions at the end of each chapter.)

The Holy Ghost:

We have the opportunity as a family, to learn. There are many fun ways to learn and we are going to enjoy many of them throughout the year. There are also many people who can teach us.

? Who are they? (Encourage and praise all responses - parents, primary teachers, friends, family members, people in our community)

These are all important people in our lives, especially our parents, who are given to us to be an example and show us how to return to our Heavenly Father. Did you know that there is one special person that Heavenly Father has given us who can also help us learn? We cannot see him. He doesn't even have a mortal body of flesh and bones as we have, but he is a spirit being who loves us and is ready to teach us the truths that we need to know. He is the third member of the Godhead.

? Can you tell me who he is? (Allow time for response).

He is the Holy Ghost. He does not have a physical body. His purpose is the same as The Father and The Son, to help us return to live with them. Because he does not have a body of flesh and bones, he can dwell in our hearts, give us peace, and teach us truths.

? Have you ever had a warm feeling inside while you were singing a hymn or hearing someone bear testimony?

That warm feeling was the Holy Ghost testifying to you that the things you heard or felt are true. He not only helps us in church, but he can also help us learn in school. The things we learn with the Spirit stay with us and we are able to remember them more easily. He teaches us by speaking to our minds and our hearts. He is sacred (explain word) and does not stay where there is unkindness or criticism. We want his help to learn and we want to invite him into our home.

? Does anyone know what we need to do to invite the Spirit of the Holy Ghost into our home?

Parent: This is an excellent opportunity to remind children about the importance of being kind and respectful. You may also want to share some homeschool rules. They will then understand that rules are not set down without reason. Their purpose is to create feelings of love and cooperation so that the Spirit can be present.

Introduce Bandalos: This year as we learn about the creation of our world and the prophets and people of the Old Testament. We will memorize several scriptures and poems, and will enjoy many fun activities. We will also memorize the thirteen **Articles of Faith**. You will also be given a bandalo. As you learn and memorize, you will be given special buttons and diamonds to put on your bandalo. At the end of the year, our bandalos will be a fun reminder of all the things we learned together and we will have a greater knowledge of our world around us and Heavenly Father's plan for us on the earth.

Memorization: Review the Recall Cards from this lesson with the children. Encourage children to recite the scriptures they have memorized, as they feel ready. Remind them of the awards they will earn on their bandalos as they commit these to memory.



Language Arts & Grammar

Heavenly Father also gave the gift of language to His children. Moses 6:5-6 says,

“And a Book of Remembrance was kept - in the language of Adam, for it was given unto as many as called upon God to write by the spirit of inspiration, and by them their children were taught to read and write, having a language which was pure and undefiled.”

This language is called the pure **Adamic** language because it was the language used by Adam, Eve and their children to communicate not only with each other, but with Heavenly Father. It was a very simple language that was easily understood. We learn from the Old Testament that Heavenly Father later gave men different languages so that they would scatter throughout the earth. This is why we have different languages today.

In the millennium, it seems, according to Zephaniah 3:9 (direct children to turn to the scripture) that the Lord will turn to the people a pure language that they may all call upon the Lord to serve him *with one consent*.

- ? How many different languages can we name in the world today?
- ? How many different languages might be spoken in the world today?
- ? Are there languages that are no longer spoken? (Latin, the Adamic language, etc.)

Languages that are no longer spoken are called *dead languages*.



List the children’s suggestions on a large sheet of paper.

In a moment you will see people singing the same song in different languages.



Show video clip *Called to Serve* (available from Church Distribution or Meetinghouse Libraries) where missionaries are singing the song in different languages.

- ? Why is it important for missionaries to learn other languages?
(The people of the world need to hear the gospel in their own language so they can understand the truths of the gospel. Missionaries need to be prepared to present the gospel as clearly as possible.)

We will be discussing the **English** language.

- ? Why is it important for us to understand our own language. (We need to know how to use it well so that we can express to people around us, what is in our hearts and minds. We will also have opportunities to share the word of God.)



Reading & Literature

We are grateful to our Heavenly Father for the beautiful Earth He created for us to live on. Our world was given to us so that we could come down from heaven and receive bodies. Here we have the opportunity to prove ourselves - that we can obey the commandments away from father’s presence.

Many men and women through history have written stories and poems expressing their gratitude to Heavenly Father for the Earth. We will memorize a poem to show our gratitude to the Lord for what He has given us. Let's read the poems and find the words that rhyme.

Parent: Share the following poems according to your children's' ages and abilities. Memorization cards are provided. Distribute rings for memorization cards. Help children commit the poem to memory. These will earn a jewel on their bandalo.

Levels 1, 2, 3, 4:

GOD'S CARE

God is near me every day,
In my work and in my play,
Loving me in every way.
He cares for me!

God is near me all the night
When the stars are shining bright;
Keeps me safe till morning light.
He cares for me.

God is near me when I pray,
Hearing every word I say;
I will love Him, and obey.
He cares for me!

Levels 5, 6, 7, 8:

GOD'S WORLD

I'm glad I am living this morning
Because the day is so fair,
And I feel God's presence so keenly
About me, everywhere.


The heavens declare His glory,
The trees seem to speak of His power,
And I see His matchless beauty
In each small, growing flower.

The rocks all tell of His wonder;
In the hills His strength I see;
And the birds are singing His praises
In the songs that they sing to me.

Oh, I'm glad to be living this morning
In a world of beauty so rare
Where the God of Heaven is hovering
About me, everywhere.

 **Handwriting**

All Levels: Direct the children to complete the first lesson in their handwriting books.

 **Science & Technology**

Introduction: *What is Science?*

Vocabulary:

science scientist The Scientific Method

Show the picture, *Our World*.

Science is the study of the world in which we live. Why is it important to study our world? In Moses 1:39 we read:

“For behold this is my work and my glory, to bring to pass the immortality and eternal life of man.”

Our purpose for coming to Earth is to become like our Heavenly Father and Jesus Christ by experiencing agency, or making choices. These experiences give us knowledge, knowledge that we can use after we leave this life. Our bodies were given to us to help us gain more knowledge. With mortal bodies we can have experiences we could not have as spirits. Our Father in Heaven created Earth, the planet on which we live, as a temporary home for our mortal bodies.

Heavenly Father wants us to learn about our earthly home. Each of us has a built-in desire within us to ask questions and seek answers. When we ask questions and search for answers about our world, this is called **science**. A **scientist** is a man or woman who spends much of his time learning about our world. You can become a scientist too. Whenever you ask questions about something you don't understand you're on the road to doing just what a scientist does. Can you think of a question related to science that you just can't figure out? Why is the sky blue? Why does the ocean have salt in it? What makes a volcano erupt? What are some of the questions you would like to know the answer to?

Scientists use a special way of getting the answers to their questions. It is called **The Scientific Method**. It consists of five simple steps that will lead us to the answer to our questions.

These are the five steps:

1. Select a **QUESTION** to investigate.
2. Make a **HYPOTHESIS** (an educated guess)
3. Create an **EXPERIMENT** to test the hypothesis.
4. Record the **RESULTS** of your experiment.
5. Draw a **CONCLUSION** about your experiments.

This year we will be asking lots of questions and we will answer them using the steps that are outlined in *The Scientific Method*. (Show *Scientific Method* Parent Supplement.)

Discussion Questions:

1. What is science?
2. What is a scientist?
3. Why is it important to learn about our world?
4. What are the five steps to the **scientific method**?

Hands-On Activity:

Distribute the card “The Scientific Method.” Direct students to place it on their **memorization ring**. Repeat the steps aloud together, three times, while changing the volume of their voice each time they repeat the steps. (This exercise helps the child memorize the information.) Allow students a few minutes to memorize the steps on their own.

Science Journal

Levels 3-8: Direct students to write the five steps of The Scientific Method.

Levels 5-8: Memorize the five steps of the Scientific Method.



End of Lesson 1

Lesson 2: Why Is His Story Important To Me, Part 2


Materials needed for this lesson:

Children's Songbook and Music CD; Parent Supplement, *The First Article of Faith*, Recall Cards: *The First Article of Faith*, *Moses 1:39*, bandalos; supplies for the Science Activity.

 Review *The First Article of Faith*

(Memorization of this article earns Article of Faith Mastery sash emblem one; number 1)

Allow time for children to recite and pass off scriptures later in the day. Record progress in a log book.

 Sing *I Am a Child of God*, Children's Songbook, pg. 2

? Ask how many of the children remember their last birthday, then the previous birthday, until they have regressed to birth. Ask how many remember being an infant in mother's arms. Ask how many remember being in another place before being born.

We learn in the Book of Abraham, that long ago before coming to earth, we were *intelligences*.

 Write **intelligence** on the Board.

 Let's read Abraham 3:22

Now the Lord had shown unto me, Abraham, the intelligences that were organized before the world was; and among all these there were many of the noble and great ones.

? What do you think **intelligence** means. (Direct children to look in the Dictionary)

(The power of knowing or understanding)

Intelligence is the thinking part of us that makes us who we are. As intelligences, we had no body or spirit. Perhaps we watched Heavenly Father, or Elohim, as he is called, and we wanted to be like him. Heavenly Father and Mother loved us so they took the intelligences who wanted to be like them and provided spirit bodies. In this way, we became their sons and daughters. This was our first step in becoming as God is.

? Do you remember God's purpose?


 Review together Moses 1:39:

For behold this is my work and my glory, to bring to pass the immortality and eternal life of man.

His purpose is to help us become as He is.

In Church we refer to our teachers and adults as *brother* and *sister*.

? Why do we do this? (As children of Father, we are spiritual brothers and sisters.)

 Write the word **divinity** on the board. (write the definition)

Let's look up the word divinity. (The character of being Godly or divine.)



Write the word **divine** on the board. (write the definition)

? Is God divine? If we are His spirit children, are we divine? Let's see what the dictionary says about divine. (the nature of, proceeding from, or pertaining to God; sacred , heavenly, excellent)
If we proceed (or come) from God, aren't we then sacred, heavenly and excellent!

Earlier we sang *I Am A Child Of God*. This song tells us that we are His children and He has sent us here to learn how to become like Him.

? What do we have to do here on earth to have Heavenly Father's love?



Encourage many responses. List as many as possible on the board. When the chalkboard is full, quickly erase all responses and explain:

We do not have to do anything to have Heavenly Father's love. He loves us no matter who we are or what we do. Of course He is happy when we do all the things we have just listed. He wants us to obey the commandments because He knows it will bring us the greatest happiness, but there is **NOTHING** we need to do to earn His love. We call this kind of love unconditional love, or *charity*. We might also call it *No Matter What* love. It is the same love Jesus Christ has for us. That is why He died for us. No matter what mistakes we might make, Heavenly Father and Jesus Christ will always love us because we are what? _____ (sacred, heavenly, & excellent)

Let's think of some people in our family circle that show us *No Matter What* love? Do we know other people that show us this type of love.



Sing *I Feel My Savior's Love*, page 74, The Children's Songbook

In our Learning Journals, let's write our feelings about what we have discussed in class.



Journal Entry

Level 1: Direct students to dictate to *Journal Buddies* their response to "What did I do in Heaven before I came to earth?" Have them illustrate their answers.

Level 2: Direct students to write their response to "What did I do in Heaven before I came to earth?" Have them illustrate their answers. Encourage good handwriting. Do not correct grammar or spelling.

Levels 3-4: Direct students to write about someone they know who shows them "No Matter What" love. Encourage good handwriting. Do not correct grammar or spelling.

Levels 5-8: What is *unconditional love*? What does it mean to you to have *divine nature*. How can you demonstrate divine nature in your own life?

Levels 5-8: *A History of God's World and Your Place In It; Prologue; Elaine A. Cannon*

Student: Read pages 11-20 and answer questions at the end of the chapter.

(Note: If you do not have a paper edition of this book, write in your history journal.)

Inductive Thinking Exercise: *I'm thinking of...*

Gather children on the floor in front of the bulletin board. Post the *Lesson 1 Word Cards* to the side of the bulletin board or on a table. Students will create a categorical list based on the clues given by the parent. Encourage discussion and theories.

Example 1: “*I’m thinking of a yes group that contains the words Holy Ghost and Godhead, but not the words pencil or journal.*”

Students will list words that have a spiritual meaning.

Example 2: “*I’m thinking of a yes group that contains the words teacher and chair, but not the word history.*”

Children will list objects that belong in a classroom.

Allow them to label or name the groups.

Note: The *no* group does not need to be a category of like words. Some words like *journal* may fit either side. Have children defend their theories.

Yes	No
The Holy Ghost	Journal
godhead	pencil
creator	history
sacred	desk
Heavenly Father	chair
Jesus Christ	teacher

Instruct one or two children to create their own list and have you or their siblings guess the category.



Reading & Literature

All: In our last lesson, we were introduced to a poem about Heavenly Father and the world He created for us. There is a pattern in the poem. Do you know what it is? Some of the words **rhyme**.

Levels 1-2: Which words rhyme? What is the poem about? Let’s recite it together. Direct students to complete the rhyming exercise in their workbooks.

Levels 3 -8:

? Do we notice any other patterns in the poem? (Accept all answers. Guide them to notice the four line stanzas.) There are four groups of phrases in this poem. Each set of four lines is called a stanza. A stanza creates a rhythm and movement for the poem.



Write the word **stanza** on a white board or sheet of paper.

Invite a child to read the first stanza; the second.



Write the word **limerick**. Not all poems are written in four line stanzas. Some are written in five lines and are called limericks. Listen to the following **limerick**:

There was a young farmer from Leeds
Who swallowed six packets of seeds.
It soon came to pass
He was covered with grass,
And couldn’t sit down for the weeds.



Notice that the last words in lines one and two rhyme, the last words in lines three and four rhyme, and then the last word in line five rhymes with lines one and two. Let’s create our own limer-

ick on the board together. (Teacher: Younger students may need help coming up with ideas to create the limerick.) Here are two more limericks you may want to share.

A mouse in her room woke Miss Doud
Who was frightened and screamed very loud
Then a happy thought hit her
To scare off the critter
She sat up in bed and just meowed

There once was a man from Peru,
Who dreamed of eating his shoe,
He awoke with a fright,
In the middle of the night,
And found that his dream had come true!

Levels 3-6: Your assignment is to write your own limerick in your Learning Journal.

Levels 7-8: Write two limericks in your Writing Journal.



Handwriting

Direct the child to complete the next lesson in the Handwriting book.



Spelling & Vocabulary

Levels 1-4: Sometimes it is easier to read a difficult word if we break it up into parts. The word *stanza* can be broken into two parts:



stan za (*write the word*)

Each of these parts is called a syllable. Repeat it with me - *syllable*.

There are several ways to determine how many syllables are in a word. We can clap the word and count the claps. We can place our hand under our chin and feel the syllables. We can divide the word on paper and read the syllables. For now we will only hear and feel the syllables. Let's count the syllables in our new vocabulary words. As we read the words, you may choose either method of counting the syllables.



Say these words and count the syllables together.

**spirit (2) divine (2) stanza (2) Elohim (3) rhyme (1)
heavenly (3) intelligence (4) together (3)**

(Give more practice with additional words until all students understand the concept.)



Science & Technology - Process Skills for Scientific Inquiry

Scientists use process skills to do research. You will use process skills when you study and learn more about our world. When you test something, you use process skills. When you collect data or informa-

tion, you use process skills. When you make conclusions and tell what you learn, you use process skills. Here are six of the process skills you will use as a young scientist. (*Parent: Be prepared to demonstrate each of the processes briefly. Use charts; show brief demonstrations, introduce and demonstrate some of the tools that would be used in each of the skills.*)

Observing

Use your five senses to find out about objects or things that happen.

Communicating

Use words, pictures, charts, and graphs to share what you learn.

Classifying

Sort or group objects by their properties.

Estimating and Measuring

Estimate or guess what an object's measurement is; then measure the object.

Inferring

Make a conclusion or guess from what you observe or from what you already know.

Predicting

Tell what you think will happen.

Discussion Questions:

1. Why is it important to learn about our world?
2. How do you think using these processes will help us learn?

Levels 7 & 8: Explain in your own words what each of these processes mean and how they can answer questions about our world. Write your responses in your Science Journal. Share them with your family. Date your journal entry



Art Connection

Levels 1 - 4: Using a picture of yourself, cut out your face and glue it near the top of a blank sheet of paper. Draw a body and clothing for yourself as you would have looked if you had grown up in during the Renaissance, in Italy.

Levels 5 - 8: Most children will discover they can draw if they are given some direction. Direct the students to their Learning Journals and allow them time to sketch some elements of the Renaissance Period.



End of Lesson 2

