

Simply Charlotte Mason presents

Discovering What God Has Made

by Karen Smith

SAMPLE

A close-up photograph of a ladybug with a red body and black spots, perched on the yellow center of a white daisy flower. The background is a soft, out-of-focus green.

Science in Creation
for Grades 1-3

Watch your child's eyes light up in wonder at the miraculous variety of what God has made!

Discover fascinating general science topics that relate to each day of Creation. The short lessons in this course will be your guide to discovering light and shadows, water and weather, land and plants, planets and stars, fish and birds, creeping things, land animals, and the human body.

You and your child will read great living science books, conduct simple yet meaningful experiments, enjoy nature study projects, and create a personal Creation notebook centered around the six days of Creation.

Discovering What God Has Made will

- Nurture within your child a sense of wonder at God's Creation,
- Cultivate a habit of careful observation that will serve your child well, and
- Lay the ground work of personal experience that will support future science studies.

“O Lord, how manifold are your works! In wisdom have you made them all . . .” (Psalm 104:24).

Simply
Charlotte Mason
.com

Discovering What God Has Made: Science in Creation for Grades 1–3
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Contents

Introduction.....	5
A Word about Nature Notebooks.....	6
Resources Needed: Complete List.....	7
Resources Needed: By Term.....	11
Suggested Schedule for a Year of Study.....	15
Lesson 1: God Created.....	17
Lesson 2: The Seven Days of Creation.....	17
Lesson 3: Creation vs. Evolution.....	17
Lesson 4: Day One of Creation: Light.....	18
Lesson 5: Shadows.....	18
Lesson 6: Color.....	19
Lesson 7: Day Two of Creation: Separation of Waters and Atmosphere.....	19
Lesson 8: The Water Cycle.....	20
Lesson 9: Wind.....	20
Lesson 10: Clouds.....	21
Lesson 11: Weather.....	21
Weather Chart.....	22
Optional Lesson 12: More Weather.....	23
Lesson 13: Day Three of Creation: Land and Plants.....	23
Lesson 14: Rocks and Minerals.....	24
Lesson 15: Soil.....	24
Lesson 16: Seeds.....	25
Lesson 17: Plants.....	25
Optional Lesson 18: More Plants.....	26
Lesson 19: Mushrooms.....	27
Optional Lesson 20: Examining Mushrooms.....	27
Lesson 21: Trees.....	28
Lesson 22: Food From Plants.....	28
Lesson 23: Plant Life.....	29
Lesson 24: Day Four of Creation: The Sun, Moon, and Stars.....	29
Lesson 25: The Sun & Day and Night.....	29
Lesson 26: Catch Up or Exam.....	30
Lesson 27: Catch Up or Exam.....	30
Lesson 28: The Moon.....	30
Optional Lesson 29: Astronaut Neil Armstrong.....	31
Lesson 30: The Stars.....	31
Lesson 31: The Solar System.....	31
Optional Lesson 32: The Order of the Planets.....	32
Lesson 33: Day Five of Creation: Aquatic Life and Winged Creatures.....	32
Lesson 34: Seahorses.....	33
Lesson 35: Octopuses.....	33
Optional Lesson 36: Oceanographer Sylvia Earle.....	33
Lesson 37: Salmon.....	34

Optional Lesson 38: Aquarium Field Trip	34
Lesson 39: Birds.....	34
Lesson 40: Emus	35
Lesson 41: Loons.....	35
Lesson 42: Peregrine Falcons and Migration.....	36
Optional Lesson 43: Owls	36
Lesson 44: Entomologist Jean-Henri Fabre.....	37
Lesson 45: Butterflies	37
Lesson 46: Honeybees	38
Optional Lesson 47: Ants.....	38
Lesson 48: Day Six of Creation: Land Animals and Creeping Things	39
Lesson 49: Spiders	39
Lesson 50: Pill Bugs	40
Lesson 51: Earthworms.....	40
Lesson 52: Turtles	41
Lesson 53: Snakes.....	41
Lesson 54: Chameleons	41
Optional Lesson 55: Crocodiles	42
Lesson 56: Frogs	42
Lesson 57: Catch Up or Exam	42
Lesson 58: Catch Up or Exam.....	42
Lesson 59: Toads.....	43
Lesson 60: Salamanders.....	43
Lesson 61: Bears	43
Lesson 62: Beavers.....	44
Lesson 63: Platypuses	44
Lesson 64: Caribou.....	44
Optional Lesson 65: Zoo Field Trip	44
Lesson 66: Day Six of Creation: Man and Woman	45
Lesson 67: Skin	45
Lesson 68: The Nervous System: The Brain	46
Lesson 69: The Nervous System: Nerves.....	46
Lesson 70: The Senses: Sight	46
Lesson 71: The Senses: Sound, Smell, Taste, and Touch	47
Lesson 72: Reflexes	48
Lesson 73: The Circulatory System.....	48
Lesson 74: The Respiratory System	48
Lesson 75: The Digestive System, Part 1	49
Lesson 76: The Digestive System, Part 2.....	49
Lesson 77: The Skeletal System	50
Lesson 78: The Muscular System.....	50
Lesson 79: The Immune System	50
Lesson 80: Day Seven of Creation: Rest	51
Lesson 81: Catch Up or Exam	51
Lesson 82: Review	51

Introduction

During the elementary years, your science lessons should accomplish three things:

1. Nurture within the child a sense of wonder at God's Creation.
2. Cultivate a habit of careful observation.
3. Lay the groundwork of personal experience that will support future science studies.

The lessons in this book strive to accomplish those three goals. They are intended for children in first, second, and third grades and are based on the seven days of Creation as recorded in the Bible. I have simply collected book titles and some additional ideas to encourage you and your child to explore more about the general science topics that relate to each day of Creation.

A suggested schedule is provided on page 15. Most weeks have two lessons to complete. There are optional lessons that you may choose whether to complete. Feel free to do some, all, or none of them.

Book of Centuries dates are provided in case you want to add scientists from this study to that timeline.

At the time of this publishing, all of the book suggestions listed in the lessons were in print, unless otherwise noted. If you cannot find one of the titles, feel free to substitute a different book on the same topic. Likewise, all of the internet links worked at the time of publishing. If an internet link is no longer working, feel free to search for another one. I hope you enjoy these ideas for encouraging your child to explore nature!

A Word about Nature Notebooks

Throughout the lessons in this book, you will see references to a “Creation notebook.” A Creation notebook is simply a nature notebook that is focused on the days of Creation. I recommend a three-ring binder to be used for this study. Your child’s Creation notebook will become his personal record of what he has observed and made a personal relation with during this study.

Here are some key points to remember about a nature notebook:

1. A nature notebook is the child’s own possession. It is not to be graded or critiqued. It is not the parent’s project; it belongs to the child.
2. A nature notebook can contain written observations, drawings, poetry, Scripture, specimens—whatever interests the child and encourages him to look closely and observe nature carefully.
3. If the child isn’t able to or comfortable with writing his observations in his nature notebook, the parent can do the writing as the child dictates what he wants to say.

Choosing a Field Guide

A good field guide is an essential tool for doing nature study. It will help you identify plants, animals, insects, etc. in nature and give you some basic information about the natural items you are studying. Choose a field guide with good pictures, written descriptions of the organisms, range maps, common names as well as Latin names, and a description of the habitat and basic habits of the organisms. There are many choices available for field guides, from regional books to digital apps. Choose the ones you will use and that will be the most useful to you. You can watch a helpful video on choosing and using field guides at simplycm.com/dwghm.

Resources Needed

Complete List

Throughout the study

- Bible
- *Favorite Poems Old and New* selected by Helen Ferris—This wonderful collection of poems will be a handy resource for all your homeschooling years.
- (optional) *Handbook of Nature Study* by Anna Botsford Comstock—This book is available free online and is a reference for the teacher to study and to learn about the science topics ahead of time. Some lesson ideas are also given. Corresponding pages are listed for your convenience if you would like to use this resource as a supplement.
- (optional) Rocks & Minerals field guide
- Flowers field guide
- Trees field guide
- Birds field guide
- Insects field guide
- Reptiles & Amphibians field guide

For specific lessons (Check your library.)

- *Yellow and Pink* by William Steig
- *All the Colors of the Rainbow* by Allan Fowler
- *A Drop Around the World* by Barbara Shaw McKinney
- *The Wind Blew* by Pat Hutchins
- *Let's-Read-and-Find-Out Science: Clouds* by Anne Rockwell
- (optional) *On the Same Day in March* by Marilyn Singer
- *Julie the Rockhound* by Gail Langer Karwoski
- *Jump Into Science: Dirt* by Steve Tomecek
- *Cactus Hotel* by Brenda Z. Guiberson
- *The Reason for a Flower: A Book About Flowers, Pollen and Seeds* by Ruth Heller
- *Katya's Book of Mushrooms* by Katya Arnold and Sam Swope (available as an ebook)
- *In a Nutshell* by Joseph Anthony
- *A Weed is a Flower: The Life of George Washington Carver* by Alike
- *Jump Into Science: Sun* by Steve Tomecek
- *Moonfinder* by Jay Ryan (This book can be purchased at christianbook.com.)
- (optional) *One Giant Leap: The Story of Neil Armstrong* by Don Brown
- *The Sky Is Full of Stars* by Franklyn M. Branley

- *What's So Special About Planet Earth?* by Robert E. Wells
- *Seahorses* by Jennifer Keats Curtis
- *An Octopus Is Amazing* by Patricia Lauber
- (optional) *Life in the Ocean: The Story of Oceanographer Sylvia Earle* by Claire Nivola
- *Salmon Stream* by Carol Reed-Jones
- *Crow Not Crow* by Jane Yolen and Adam Stemple
- *Emu* by Claire Saxby
- *Loon* by Susan Vande Griek
- *The Peregrine's Journey: A Story of Migration* by Madeleine Dunphy
- (optional) *Adopted by an Owl: The True Story of Jackson the Owl* by Robbyn Smith van Frankenhuyzen
- *Small Wonders: Jean-Henri Fabre & His World of Insects* by Matthew Clark Smith
- *Where Butterflies Grow* by Joanne Ryder
- *The Honeybee Man* by Lela Nargi
- *Spinning Spiders* by Melvin Berger
- *Next Time You See a Pill Bug* by Emily Morgan
- *Wiggling Worms at Work* by Wendy Pfeffer
- *Box Turtle at Long Pond* by William T. George
- *Amazing Snakes!* by Sarah L. Thomson
- *Chameleons Are Cool* by Martin Jenkins
- (optional) *Crocodile Safari* by Jim Arnosky (out of print)
- *Hip-Pocket Papa* by Sandra Markle
- *Salamander Season* by Jennifer Keats Curtis
- *Fraser Bear: A Cub's Life* by Maggie de Vries
- *Build, Beaver, Build: Life at the Longest Beaver Dam* by Sandra Markle
- *Platypus* by Sue Whiting
- *A Caribou Journey* by Debbie S. Miller
- *Your Skin and Mine* by Paul Showers
- *The Astounding Nervous System: How Does My Brain Work?* by John Burstein
- *The Five Senses* by Jennifer Prior
- *Why I Sneeze, Shiver, Hiccup, and Yawn* by Melvin Berger
- *The Amazing Circulatory System: How Does My Heart Work?* by John Burstein
- *The Remarkable Respiratory System: How Do My Lungs Work?* by John Burstein
- *The Dynamic Digestive System: How Does My Stomach Work?* by John Burstein
- *The Mighty Muscular-Skeletal System: How Do My Bones and Muscles Work?* by John Burstein
- *Germs Make Me Sick!* by Melvin Berger

For narrations, experiments, and nature studies

- Three-ring binders, one for each student (for Creation notebooks)
- Blank paper
- (optional) Construction paper or other colored paper
- Art supplies: colored pencils, felt-tip markers, paints, crayons

- (optional) Candle
- (optional) Match
- Sidewalk chalk
- Blue construction paper
- Cotton balls
- Glue
- Globe or world map
- Magnifying glass
- Rocks
- (optional) A set of labeled rocks from a science supplier such as <https://www.homesciencetools.com/earth-science/rocks-minerals/> or <https://www.workshopplus.com/collections/geology-rocks-minerals>.
- Quart size jar with lid
- Garden trowel or shovel
- Dirt from your yard
- Small glass jar
- Paper towel
- 3–4 dried beans or bean seeds
- (optional) Two glasses of water
- (optional) Stalk of celery with leaves or two white carnations
- (optional) Liquid food coloring
- (optional) Whole mushrooms
- Flashlight
- Globe or large ball such as a basketball
- (optional) Internet-connected computer
- Bird feeder
- Black oil sunflower seeds
- (optional) Hummingbird feeder
- (optional) Sugar
- (optional) Boiling water
- (optional) Heat-proof container
- (optional) Jar with lid
- Large roll of paper such as butcher paper or freezer paper
- Mirror
- A fragrant flower such as a rose or carnation
- Cinnamon
- Vanilla
- An apple
- Salt
- A lemon

Resources Needed

By Term

Lessons 1–27

Books

- Bible
- *Yellow and Pink* by William Steig
- *Favorite Poems Old and New* selected by Helen Ferris
- *All the Colors of the Rainbow* by Allan Fowler
- *A Drop Around the World* by Barbara Shaw McKinney
- *The Wind Blew* by Pat Hutchins
- *Let's-Read-and-Find-Out Science: Clouds* by Anne Rockwell
- (optional) *On the Same Day in March* by Marilyn Singer
- *Julie the Rockhound* by Gail Langer Karwoski
- (optional) Rocks and Minerals field guide
- *Jump Into Science: Dirt* by Steve Tomecek
- *Cactus Hotel* by Brenda Z. Guiberson
- *The Reason for a Flower: A Book About Flowers, Pollen and Seeds* by Ruth Heller
- *Katya's Book of Mushrooms* by Katya Arnold and Sam Swope (available as an ebook)
- *In a Nutshell* by Joseph Anthony
- Trees field guide
- *A Weed is a Flower: The Life of George Washington Carver* by Alike
- Flowers field guide
- *Jump Into Science: Sun* by Steve Tomecek

Other Resources

- Blank paper
- Art supplies: colored pencils, felt-tip markers, paint, crayons
- Three-ring binder (Creation Notebook), one for each child
- (optional) Construction paper or other colored paper
- (optional) Candle
- (optional) Match
- Sidewalk chalk
- Blue construction paper
- Cotton balls
- Glue
- Globe or world map

- Rocks from your yard
- (optional) Purchased set of rocks
- Magnifying glass
- Quart-size jar with lid
- Garden trowel or shovel
- Dirt from your yard
- Paper towel
- Small glass jar
- 3–4 dried beans or bean seeds
- Fresh flowers
- (optional) Two glasses of water
- (optional) Stalk of celery with leaves or two white carnations
- (optional) Liquid food coloring
- (optional) Whole mushrooms
- Globe or large ball, such as a basketball
- Flashlight

Lessons 28–58

Books

- *Moonfinder* by Jay Ryan (This book can be purchased christianbook.com.)
- (optional) *One Giant Leap: The Story of Neil Armstrong* by Don Brown
- *The Sky Is Full of Stars* by Franklyn M. Branley
- *What's So Special About Planet Earth?* by Robert E. Wells
- Bible
- *Seahorses* by Jennifer Keats Curtis
- *An Octopus Is Amazing* by Patricia Lauber
- (optional) *Life in the Ocean: The Story of Oceanographer Sylvia Earle* by Claire Nivola
- *Salmon Stream* by Carol Reed-Jones
- *Crow Not Crow* by Jane Yolen and Adam Stemple
- *Emu* by Claire Saxby
- Birds field guide
- *Loon* by Susan Vande Griek
- *The Peregrine's Journey: A Story of Migration* by Madeleine Dunphy
- (optional) *Adopted by an Owl: The True Story of Jackson the Owl* by Robbyn Smith van Frankenhuyzen
- *Small Wonders: Jean-Henri Fabre & His World of Insects* by Matthew Clark Smith
- Insects field guide
- *Where Butterflies Grow* by Joanne Ryder
- *The Honeybee Man* by Lela Nargi
- *Favorite Poems Old and New* selected by Helen Ferris
- *Spinning Spiders* by Melvin Berger

- *Next Time You See a Pill Bug* by Emily Morgan
- *Wiggling Worms at Work* by Wendy Pfeffer
- *Box Turtle at Long Pond* by William T. George
- Reptiles & Amphibians field guide
- *Amazing Snakes!* by Sarah L. Thomson
- *Chameleons Are Cool* by Martin Jenkins
- (optional) *Crocodile Safari* by Jim Arnosky (out of print)
- *Hip-Pocket Papa* by Sandra Markle

Other Resources

- Blank paper
- Art supplies: colored pencils, felt-tip markers, paint, crayons
- Creation notebook
- (optional) Construction paper or other colored paper
- (optional) Internet-connected computer
- Bird feeder
- Black oil sunflower seeds
- (optional) Hummingbird feeder
- (optional) Sugar
- (optional) Boiling water
- (optional) Heat-proof container
- (optional) Jar with lid
- (optional) Magnifying glass

Lessons 59–82

Books

- *Favorite Poems Old and New* selected by Helen Ferris
- Reptiles & Amphibians field guide
- *Salamander Season* by Jennifer Keats Curtis
- *Fraser Bear: A Cub's Life* by Maggie de Vries
- *Build, Beaver, Build: Life at the Longest Beaver Dam* by Sandra Markle
- *Platypus* by Sue Whiting
- *A Caribou Journey* by Debbie S. Miller
- Bible
- *Your Skin and Mine* by Paul Showers
- *The Astounding Nervous System: How Does My Brain Work?* by John Burstein
- *The Five Senses* by Jennifer Prior
- *Why I Sneeze, Shiver, Hiccup, and Yawn* by Melvin Berger
- *The Amazing Circulatory System: How Does My Heart Work?* by John Burstein
- *The Remarkable Respiratory System: How Do My Lungs Work?* by John Burstein

- *The Dynamic Digestive System: How Does My Stomach Work?* by John Burstein
- *The Mighty Muscular–Skeletal System: How Do My Bones and Muscles Work?* by John Burstein
- *Germs Make Me Sick!* by Melvin Berger

Other Resources

- Blank paper
- Art supplies: colored pencils, felt-tip markers, paint, crayons
- Creation notebook
- Large roll of paper such as butcher paper or freezer paper
- Markers
- Mirror
- A fragrant flower, such as a rose or carnation
- Cinnamon
- Vanilla
- An apple
- Salt
- A lemon
- (optional) Construction paper or other colored paper

Suggested Schedule for a Year of Study

Week 1: Lessons 1 and 2

Week 2: Lessons 3 and 4

Week 3: Lessons 5 and 6

Week 4: Lessons 7 and 8

Week 5: Lessons 9 and 10

Week 6: Lessons 11 and 13 and Optional Lesson 12

Week 7: Lessons 14 and 15

Week 8: Lessons 16 and 17 and Optional Lesson 18

Week 9: Lessons 19 and 21 and Optional Lesson 20

Week 10: Lessons 22 and 23

Week 11: Lessons 24 and 25

Week 12: Lessons 26 and 27: Catch Up or Exam

Week 13: Lessons 28 and 30 and Optional Lesson 29

Week 14: Lessons 31 and 33 and Optional Lesson 32

Week 15: Lessons 34 and 35 and Optional Lesson 36

Week 16: Lessons 37 and 39 and Optional Lesson 38

Week 17: Lessons 40 and 41

Week 18: Lessons 42 and 44 and Optional Lesson 43

Week 19: Lessons 45 and 46 and Optional Lesson 47

Week 20: Lessons 48 and 49

Week 21: Lessons 50 and 51

Week 22: Lessons 52 and 53

Week 23: Lessons 54 and 56 and Optional Lesson 55

Week 24: Lessons 57 and 58: Catch Up or Exam

Week 25: Lessons 59 and 60

Week 26: Lessons 61 and 62

Week 27: Lessons 63 and 64 and Optional Lesson 65

Week 28: Lessons 66 and 67

Week 29: Lessons 68 and 69

Week 30: Lessons 70 and 71

Week 31: Lessons 72 and 73

Week 32: Lessons 74 and 75

Week 33: Lessons 76 and 77

Week 34: Lessons 78 and 79

Week 35: Lesson 80 and Lesson 81: Catch Up or Exam

Week 36: Lesson 82: Review

Lesson 1: God Created

Checklist

- Blank paper
- Colored pencils or felt-tip markers
- Three-ring binders, one for each child

Have your child design and decorate a cover for his Creation notebook. Put his designed cover into a three-ring binder, which will become his Creation notebook for this study. Your child will add to his notebook as the study progresses.

Lesson 2: The Seven Days of Creation

Checklist

- Bible
- Blank paper
- Colored pencils
- Creation notebook

Read aloud Genesis 1:1—2:3. Stop after each day's description and have your child draw what God made. Your child may draw on seven different sheets of paper to represent the seven days, or draw seven circles on one paper (one for each day), or however he would like to represent the seven days.

Have your child narrate the days of Creation by explaining his drawings. Add the drawings to his Creation notebook.

Lesson 3: Creation vs. Evolution

Checklist

- *Yellow and Pink*

Read aloud *Yellow and Pink* by William Steig. Briefly discuss the theory of evolution and how the story of *Yellow and Pink* relates to it.

Notes

Reminder: Get *Yellow and Pink* by William Steig for Lesson 3.

Reminder: Get All the Colors of the Rainbow by Allan Fowler for Lesson 6.

Notes

Lesson 4: Day One of Creation: Light

Checklist

- Bible
- Blank paper
- (optional) Construction paper or other colored paper
- Colored pencils or felt-tip markers
- Creation notebook
- (optional) Candle
- (optional) Match

Read aloud Genesis 1:3–5.

Narration Prompt: Ask your child to tell what he knows about the first day of Creation.

Talk about and demonstrate different kinds of light: fire, electric, sunlight. Go to a dark room in your house. Let your child experience the darkness for a few minutes, then turn on the light or carefully light a candle to show how the darkness cannot exist in the light.

Have your child design and draw a title page for Day One of Creation. You might want to make the title pages out of construction paper or other colored paper so the Day divisions will be easily distinguishable in the notebook. Add the designed title page to your child's Creation notebook.

Lesson 5: Shadows

Checklist

- *Favorite Poems Old and New*
- Sidewalk chalk
- Blank paper
- Creation notebook

Read aloud the poem "My Shadow" by Robert Louis Stevenson in *Favorite Poems Old and New*, page 13.

Go outside and look for areas of sunlight and areas of shade. Explain that shade is a shadow that is made when the sunlight hits something solid. Compare the feeling of the temperature in the shady area with the sunny area. Ask your child what else he notices about the shady area compared to the sunny area. Help him record his observations in his Creation notebook.

Have your child find a place to stand on the driveway or another sunny location that can be marked with chalk. Mark the placement of your child's feet with a piece of chalk, then trace his shadow. Repeat this process three or four times throughout the day, having your child stand in the same feet placement each time his shadow is traced. After each tracing, help your child

Reminder: Get these three books for Lessons 8–10: *A Drop Around the World* by Barbara Shaw McKinney, *The Wind Blew* by Pat Hutchins, and *Let's-Read-and-Find-Out Science: Clouds* by Anne Rockwell.

Lesson 52: Turtles

Checklist

- *Box Turtle At Long Pond*
- Reptiles & Amphibians field guide
- Blank paper
- Colored pencils
- Creation notebook

Read aloud *Box Turtle at Long Pond* by William T. George.

Narration Prompt: Ask your child to tell about the box turtle's day.

Look at pictures of turtles in a reptiles field guide. Have your child choose one turtle to draw for his Creation notebook.

Lesson 53: Snakes

Checklist

- *Amazing Snakes!*
- Reptiles & Amphibians field guide
- Blank paper
- Colored pencils
- Creation notebook

Read aloud *Amazing Snakes!* by Sarah L. Thomson.

Narration Prompt: Ask your child to tell what he knows about snakes.

Have your child choose one snake from a reptiles field guide to draw for his Creation notebook.

Lesson 54: Chameleons

Checklist

- *Chameleons Are Cool*

Read aloud *Chameleons Are Cool* by Martin Jenkins.

Narration Prompt: Ask your child to tell what he knows about chameleons.

Notes

Tip: You can learn more about turtles in Handbook of Nature Study, pages 204–209.

Tip: You can learn more about snakes in Handbook of Nature Study, pages 194–203.