

Simply Charlotte Mason presents

106 Days of Creation Studies

SAMPLE



A family study handbook

106 Days of Creation Studies is . . .

- **Family Friendly**

Combines all students, grades 1–6, in a family study.

- **Charlotte Mason in Its Approach**

Incorporates Bible study, living books, hands-on experiments, nature study, and narration.

- **Scientific and Biblical**

Covers the seven days of Creation in order, with scientific topics related to each day.

- **Fun**

Gives instructions for each student to design and make a personal Creation notebook.

- **Comprehensive**

Provides additional assignments for older students, including Book of Centuries entries and corresponding lessons from *Considering God's Creation* (by Mortimer and Smith).

- **Helpful**

Includes handy tips and reminders of upcoming resources in a convenient Notes column.

- **Convenient**

Published in electronic format with interactive links, so you can quickly and easily jump to the page you want.

- **Handy**

No need for a copy machine, just print the pages right from your computer.

- **Fast**

Available for instant download, so you don't have to deal with shipping costs and delays.

Thank you for your interest in *106 Days of Creation Studies*! This document contains the complete Contents pages, the full Introduction and How to Use section, plus six sample lessons. Feel free to duplicate and share this file with your friends.

We hope you will enjoy this sample.

Visit www.SimplyCharlotteMason.com to order the complete *106 Days of Creation Studies: A Family Study Handbook* today!

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Introduction

First, let me make it perfectly clear that I am not in any sense of the word a science expert. I'm simply a homeschool mom who had a desire to teach all my grades 1–6 children together, thus saving myself time in both planning and teaching and also helping the siblings to build stronger relationships. So I started to gather various resources and figure out how they would fit together for a study of the seven days of Creation. This book is the result. Here are the Scripture passages we read, the experiments we performed, the books and videos we read and watched, and the extra assignments I gave the older children. Making a personal Creation notebook helped tie the study together for both younger and older children, and instructions for that notebook are included in these lessons, along with narration and nature study ideas.

Please keep in mind that this study is just a record of what one family did. I'm simply passing along these suggestions to, hopefully, save you some time and give you some ideas. You know your children much better than I do, so feel free to change, add, or omit as you see fit. I used the books that were available to me; they may not be available to you. So don't be afraid to substitute.

Most of all, encourage the older children to help the younger, and allow the younger to look over the shoulders of the older; and together, enjoy these 106 days of Creation studies.

How to Use

• *Pace*

The 106 lessons can be covered in one school year by completing about three lessons per week. Or if having to complete a certain number of lessons each week stresses you out, just work on each lesson until you're done and don't worry about the finish date.

• *Order*

You can follow the lessons in order or shuffle the lesson order within each Creation Day. So if you haven't located a certain resource that you need for an experiment or are waiting for the suggested book at your library, you could skip to the next lesson and then come back when you have the suggested supplies. You could even omit certain lessons if you want to. Use the lesson suggestions in a way that works best for your family situation. The one thing we do recommend is that you make a clean break between each Creation Day. Try not to skip around between Days—doing a lesson from Day One, then a lesson from Day Two, then back to Day One for another lesson. Think of each Creation Day as a unit to finish before moving on.

• *Instructions*

The "Family" instructions are appropriate for all students at grade levels 1–6. Your younger children should find those instructions sufficient for their study. The "Older Children" instructions contain additional assignments, many from *Considering God's Creation*. As the parent, you should determine which of your children would benefit from the Older Children supplemental assignments. You might let your 3–6 graders do those, or you might use them only for your 6th grader. You decide. Keep in mind that this study is designed for grade levels 1–6. Students doing grades 7–12 work could help the younger children with their assignments, but would also need to complete a more advanced science course on their own.

• *Field Trips Suggestions and Examinations*

Field Trip suggestions and some possible Examination questions are inserted at various points throughout the study. Use them or skip them, it's up to you.

If you want to see what the children remember long term—with or without using the Examination questions—have the children open their Creation Notebooks to certain pages and tell you (or someone else) about them. Remember, examinations are intended to emphasize what the child knows, not what the child doesn't know.

• *Resources Needed*

A list of Resources is given on pages 10–12. The list includes items for experiments, books to read together, and some optional videos and books, as well. The Reminders sprinkled throughout the lessons will help you look ahead a week or two in order to give yourself enough time to locate the books and videos you need, especially if you're borrowing them as you go. If you can't locate a recommended resource, feel free to use a different one that will accomplish the same goal.

A Word about Charlotte Mason Methods Used in this Study

Living Books

Probably the most well known of Charlotte Mason's methods is her use of living books instead of dry, factual textbooks. Living books are usually written by one person who has a passion for the subject and writes in conversational or narrative style. The books pull you into the subject and involve your emotions, so it's easy to remember the events and facts. Living books make the subject "come alive." The books used in this study are living books. If you make a substitution, please do your best to select a living book.

Narration

When you ask a child to narrate, you're asking him to tell back in his own words what he just saw, heard, or read. The narration can be oral or written or drawn—whatever. Because the child must think through the information and determine how to present it, mixed with his own opinion and impressions, this method of evaluation requires a much higher thinking level than mere fill-in-the-blank or answer-the-posed-question-with-a-fact method. When requesting a child to narrate, word the question in an open, essay-type form, such as "Tell all you know about ____" or "Describe ____." If you are using a list of Discussion Questions, first ask the child to tell you all he knows about what was just read, then use only selected questions to cover any information he omitted.

Nature Study

Charlotte took her students on the original "field trips" by spending one afternoon per week outside in the fields, meadows, and woodlands. This time outdoors provides the setting for nature study. Encourage children to look carefully at various aspects of nature around them and to enter their observations in their individual nature notebooks. Their entries can include pencil sketches, descriptions, watercolor paintings, or chalk drawings. Instruct children to draw what they see, not what they think something should look like. Be sure they label each entry with its name, location, and date observed. Use field guides to help identify children's findings. Nature study lays the foundation on which future science lessons will build. The complexity of the child's nature notebook entries can develop with the child.

Book of Centuries

A Book of Centuries is like a timeline in a notebook. As its name suggests, each two-page spread in the book is devoted to one hundred years—a century—of history. Each student creates his or her own book, recording historical events and names of importance, along with pictures, poems, quotes, and anything else that makes the book individual. You can also add written narrations, illustrations from the Internet, or titles of books you've read that are set in that time period.

If your students are not yet old enough to take on the responsibility of their own Books of Centuries, create one together as a family.

Books of Centuries can be as simple or elaborate as you desire. If you want a simple one, download a free Book of Centuries template at www.SimpleCharlotteMason.com.

Resources Needed

- Bible
- Three-ring notebook (one for each child)
- Drawing paper
- Art supplies (pencils, pens, felt-tip markers, glue, colored pencils, paint, scissors)
- *Considering God's Creation* by Mortimer and Smith, Student book and Teacher manual (one student book for each of your older children)
- Book of Centuries (for older children)
- *101 Great Science Experiments* by Neil Ardley
- *How Science Works* by Judith Hann

Creation Overview (Lessons 1–3)

Yellow and Pink by William Steig

Creation Day One (Lessons 4–8)

Candle, match
Chalk
Small clay flowerpot with hole in bottom
Stick or dowel
Permanent felt-tip marker
Mirrors
Glass of water
Button
Poster board

Creation Day Two (Lessons 9–18)

Candle, match
Bowl
Water, food coloring
Jar
Straws
Glass of water
Thin cardboard
Tape
Ping-pong balls
Thread
Balloons
Books
Plastic tubs or bowls
String
Cotton balls
Blue construction paper
Modeling clay or play dough
Marbles
Water Water Everywhere video from Moody Video (optional)
Glass bottle

Creation Day Three (Lessons 19–32)

Globe or world map
Rocks
Treasure Hunt video from Moody Video (optional)
Soil
Cactus Hotel by Brenda Guiberson
The Trellis and the Seed by Jan Karon
Paper towel
Glass jar
Dried bean
Small cardboard box
Pole bean seed
Pot of soil
Stalk of celery
Food coloring
The Power in Plants video from Moody Video (optional)
Flower and tree field guides (optional)
Pieces of bread
Zip-closed bags

Creation Day Four (Lessons 33–39)

Footprints on the Moon by Alexandra Siy
Galileo and the Stargazers audio (cassette or CD) by Jim Weiss
Flashlight
Globe

Creation Day Five (Lessons 40–57)

Christian Liberty Nature Reader, Book 1
DK Ultimate Sticker Books (optional); Look for books on Bugs, Butterflies, Sharks and Whales, Birds, Animals, Reptiles, and more.
City of the Bees video by Moody Video
Picture of a fish
Experience with an Eel video by Moody Video
Blacky the Crow by Thornton Burgess

Creation Day Six (Lessons 58–102)

The Adventures of Buster Bear by Thornton Burgess
Box Turtle at Long Pond by William George
A Water Snake's Year by Doris Gove
Spoonbill Swamp by Brenda Guiberson
What Really Happened to the Dinosaurs? by John Morris
The Great Dinosaur Mystery and the Bible by Paul Taylor (optional)
Dinosaurs by Design by Duane Gish (optional)
The Adventures of Old Mr. Toad by Thornton Burgess
Christian Liberty Nature Reader, Book 1
How Was I Born? by Lennart Nilsson
Family and baby photographs
Name-meaning book (optional)

Gelatin, flavored and unflavored
Sugar, water
Camera
Three kinds of food: salty, sweet, sour
Old magazines
Red River of Life video by Moody Video (optional)
Washable red felt-tip marker
Adhesive bandages
Ping-pong ball
Ruler or tape measure
My Five Senses by Alik
The Story of Helen Keller by Lorena Hickok (optional)
Out of Darkness: The Story of Louis Braille by Russell Freedman (optional)
Your Skin and Mine by Paul Showers
Inkpad
Windows of the Soul video by Moody Video (optional)
Scale
Orange
Zip-closed bags
Weight or heavy object

Creation Day Seven (Lessons 103–106)

God's Earth Team video by Moody Video
Eco-Hysteria audiotape by Jay Wile (optional)

Creation Overview

Notes

Lesson 1: The Seven Days

Checklist

- Bible
- Paper
- Art supplies
- Three-ring notebook (one for each child)
- *Considering God's Creation* (older children)

Family: Read together Genesis 1. Stop after each day's description and have the children draw what God made. They 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 whatever. Have children narrate the days of Creation by explaining their drawings.

plus Older Children: Complete together *Considering God's Creation*, "And God Was Pleased," page 3.

Put each child's drawings into a three-ring notebook, which will become his or her Creation notebook for this study. Children will add to their notebooks as the study progresses.

Tip: Be sure to encourage the habit of attention by reading each passage only once.

Reminder: Get the book "Yellow and Pink" for Lesson 3.

Lesson 2: God Created

Checklist

- Bible
- Paper
- Art supplies

Family: Read together Job 37:12, Job 39:27, and Psalm 8:3. Have each child design and decorate a cover for his or her Creation notebook.

plus Older Children: Have children read Job 37—39 and list what God says about Himself in that passage. The list should be added to the children's Creation notebooks. This assignment can be done individually, or all older children can work together to make one list and you can photocopy the list for each child's Creation notebook.

Lesson 3: Evolution

Notes

Checklist

- Bible (older children)
- *Yellow and Pink*
- *Considering God's Creation* (older children)

Family: Read together *Yellow and Pink* by William Steig. Encourage children to narrate by asking the following questions:

- Tell me the story of *Yellow and Pink*.
- Some people today think that the world and everything in it just happened by accident; it wasn't created by God. That belief is called "evolution." Do you see anything like that belief in this story?
- How would you answer someone who said that the earth and everything in it just happened by accident; no one created it?

plus Older Children: Read together Romans 1:20. Complete together *Considering God's Creation*, "Not By Chance," pages 4 and 5. Younger children may help the older children complete these pages.

Creation Day One

Lesson 4: Light

Checklist

- Bible
- Paper
- Art supplies
- Candle, match

Family: Read together Genesis 1:3–5. Talk about and demonstrate different kinds of light: candle, electric, sunlight.

Have each child design and draw a title page for Day One of Creation to put in his or her notebook. (You might want to make the title pages out of construction paper so the Day divisions will be easily distinguishable in the notebook.) Read aloud Psalm 139:11 and 12 and Psalm 121:4–8 as the children make their Day One title pages.

Lesson 5: Shadows

Checklist

- Bible
- Paper
- Art supplies
- Chalk

Family: Go outside and look for areas of sunlight and areas of shade. Feel the difference in the heat in the shady area and in the sunny area. Explain that shade is a shadow that is made when the sunlight hits something solid. The shadows will change as the sun moves across the sky. (Or, if children are familiar with the concept that the sun stands still and the earth rotates, explain in those terms.) The children will be able to see this change happen throughout the day.

Have each child find a place to stand on the driveway. Mark each one's feet placement with a piece of chalk, then let them trace each others' shadows. Repeat this process two or three times during the day, making sure the children stand in the same chalked feet placements as their shadows are retraced. After each tracing, or after only the final tracing, help children to draw on paper a record of their shadow progressions to put in their Creation notebooks.

Read together James 1:17 and ask children to explain the verse in light of their shadow discoveries today.

Lesson 6: More Shadows

Checklist

- Small clay flowerpot with hole in bottom
- Stick or dowel
- Permanent felt-tip marker

Family: Explain that the moving shadows can be a good way to tell what time it is throughout the day. Use a small clay flowerpot with a hole in the bottom and a stick or dowel to make a sundial. Simply place the flowerpot upside down in a sunny location and put the stick in the hole. Use a permanent felt-tip marker to make a mark where the shadow lands on the flowerpot during each hour of the day. (Set the stove timer to help you remember to check on the sundial and mark it each hour.)

plus Older Children: Have older children research the history of the sundial and narrate their findings to everyone in the family.

Notes

Tip: Make sure you are not lecturing the children. Simply explain a scientific concept in simple terms and then let the child discover for himself.

Nature Study: Encourage children to look at light and shadows outside. If it is cloudy and dark, show the children how the clouds are blocking the sun's light and causing the whole neighborhood to be in a big shadow. If it is sunny, see how many objects the children can find that are casting shadows. Help them draw an object of nature along with its shadow.

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