



Discoveries in Motion

PRIMARY ADVENTURES

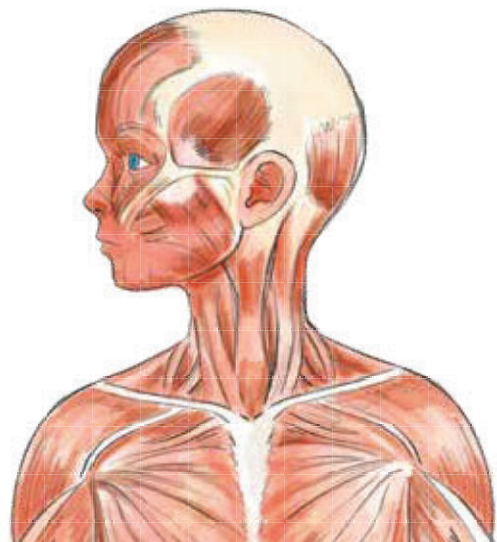
#NotConsumed® Homeschool
EXPLORATIONS CURRICULUM

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Field trip
at the end
of Week 6!

Parent Note—
We are building
handwriting skills
as this curriculum
progresses. You
will notice the lines
change in Week 8 to
help the size of your
child's handwriting.



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Field trip
at the end
of Week 11!

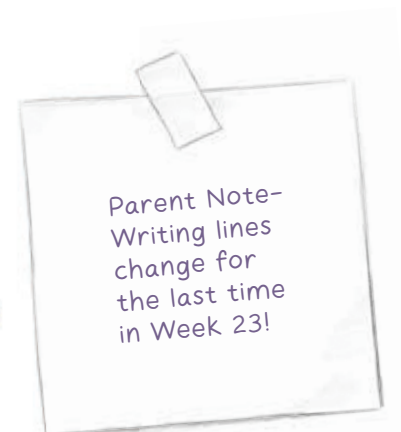
Field trip
at the end
of Week 17!

This is Book 2!
If you are
looking for
information on
how to use this
book, check
back in Book 1.



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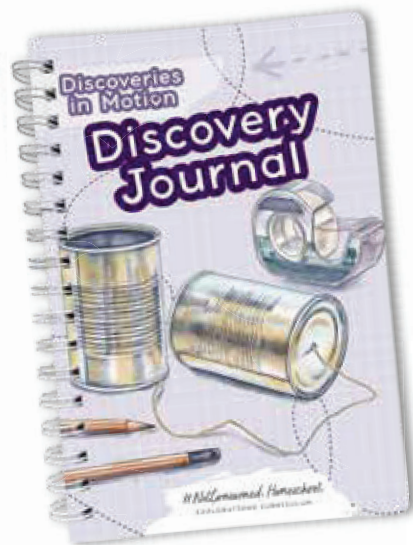


This is Book 3! If you are looking for information on how to use this book, check back in Book 1.

Discoveries in Motion

Daily Curriculum

- Each lesson begins with a unique discovery question that builds curiosity and observation skills. Two read-aloud teaching pages provide the content for the lesson. Students can read this independently, or parents can read it aloud.
- Each lesson includes 4–5 activities that students can complete independently. Students will explore, practice, and engage with the topic of the week. Activities include basic math, hands-on experiments, grammar and writing activities, mini books, and weekly reviews.
- Answer spaces change size and shape as the year progresses to help students' handwriting adjust to traditional lines.

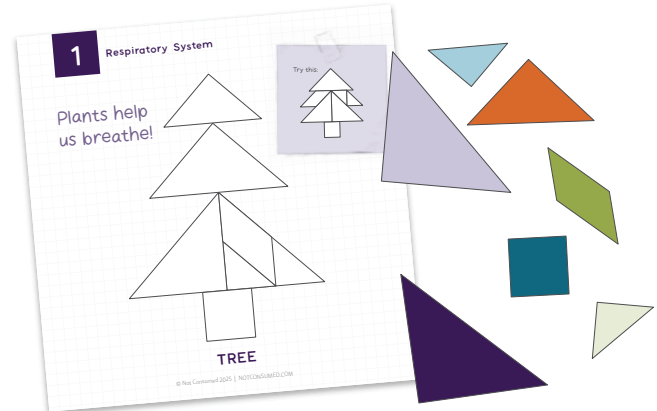


Discovery Journal

Weekly journal for students to record scientific observations, complete experiments, and review vocabulary.

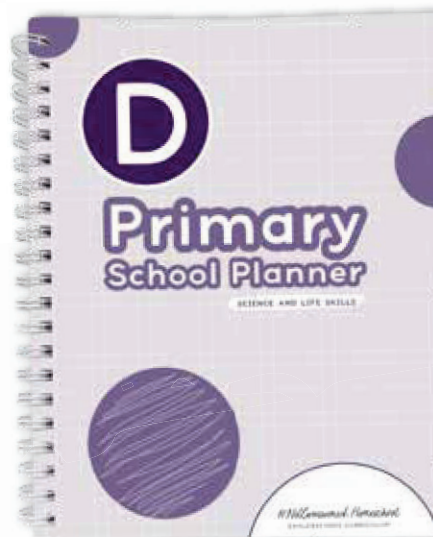
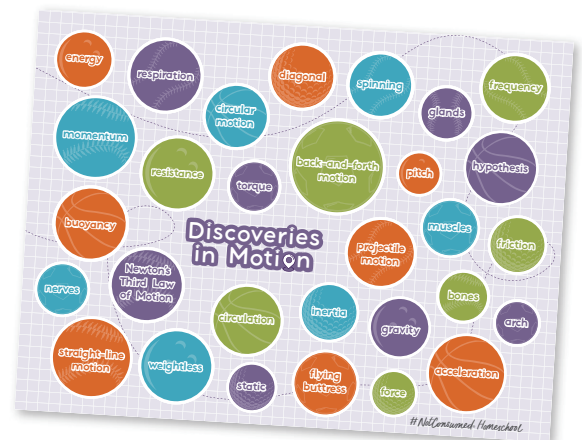
Tangram Activity Set

30 cards and a set of tangrams for students to “build” a picture that relates to the topics each week



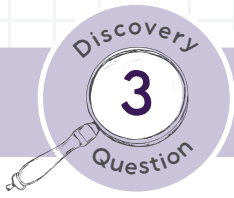
Motion Poster

Students can track their progress as they move through each week of the curriculum!



Primary Planner D

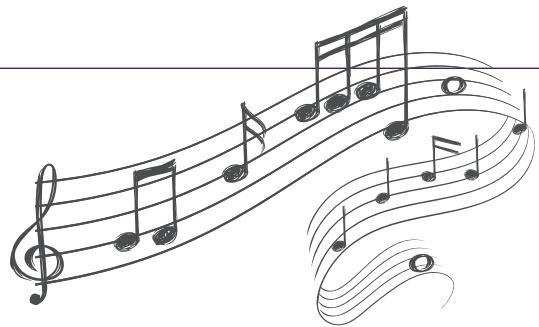
Daily tool for students to record their assignments and complete science and Bible copywork related to the topics each week



How does the brain help hormones?

Have you ever seen a group of musicians play together? Draw or write about it.

Think of your **brain** like a conductor leading an orchestra. All the musicians (your **glands**) need to play their instruments (make **hormones**) at the right time and in the right way. Your brain makes sure all your hormones work together to create beautiful music in your body.



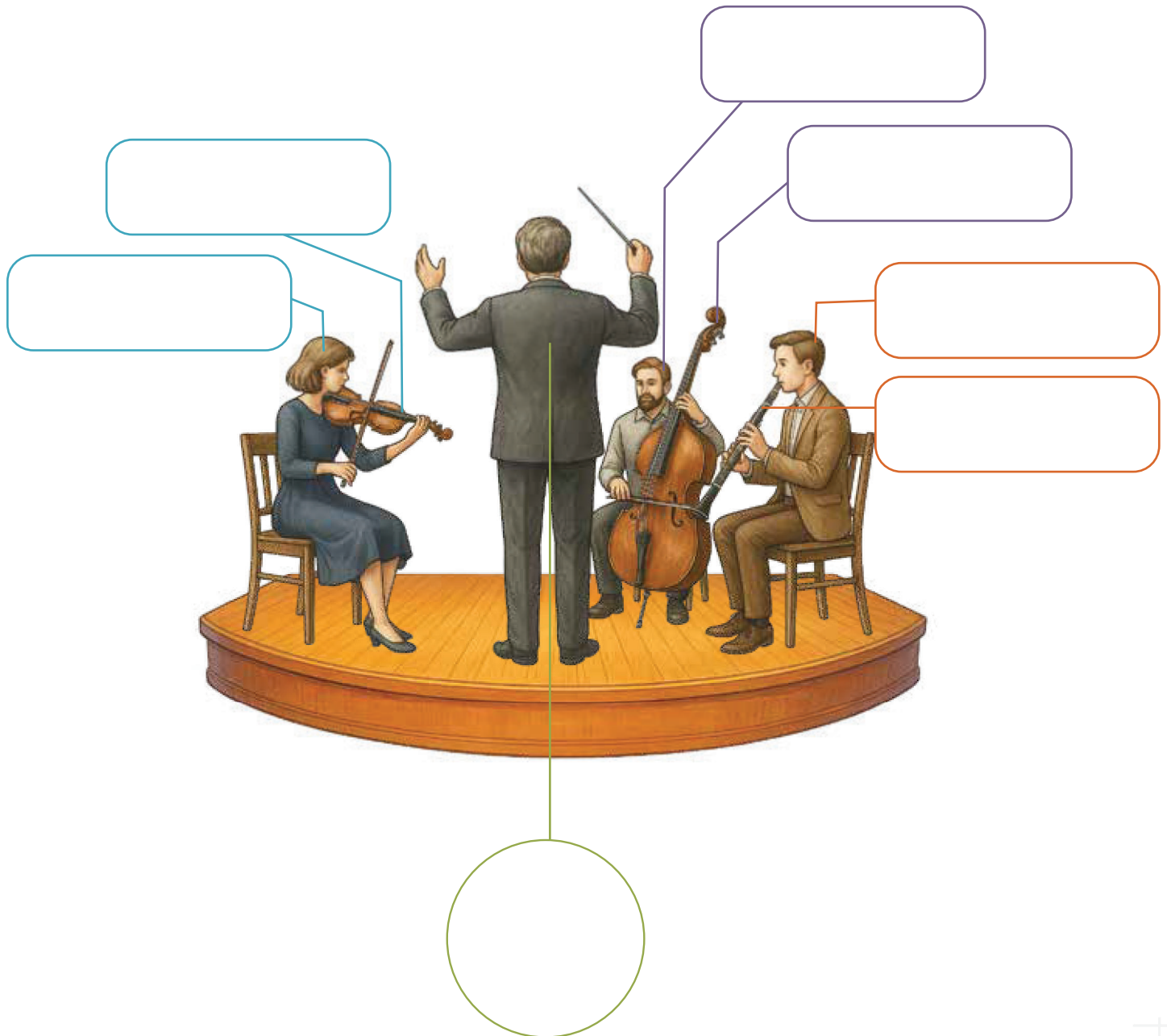
Your brain has a special part called the **hypothalamus** that regulates your body. It checks if you're hot, cold, hungry, or tired, then sends messages to your glands to fix any problems. The hormones **move** through your body to send the message!

Your hypothalamus is about the size of an almond. Draw an almond that is one inch long on this ruler.

	1	2	3	4	5	6
in						

The brain also helps your hormones work like a team. If one hormone is doing too much work, your brain tells it to slow down. If another hormone isn't working hard enough, your brain tells it to work harder.

Use the stickers on page 313 to label how the brain, glands, and hormones work like an orchestra in your body.





Find a couple of people in your family to sing a song with you. Ask one person to sing too fast and one person to sing too slow. You can sing the song at regular speed. Try singing the song together.

What song did you sing?

What did it sound like?

Now, all of you sing together at the same speed. What did that sound like?

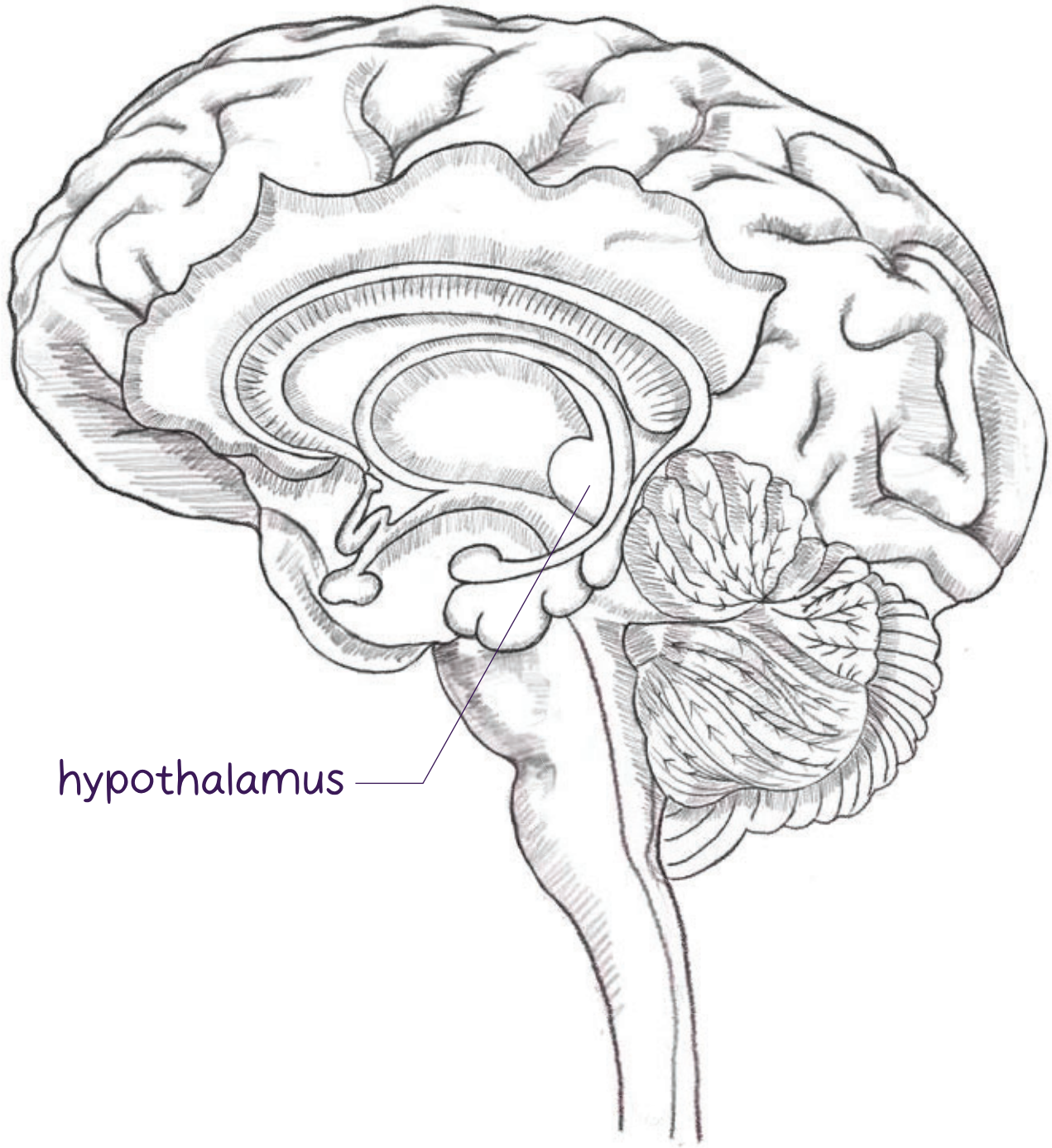
Which one would you rather listen to? Circle your answer.

the
first

the
second



Color the hypothalamus **green** and the rest of the brain **yellow**.



hypothalamus



☐ Read a book.

I read about _____.

Write the correct **plural word** by adding s or es.



heart _____

church _____

brush _____

bone _____

bus _____

bee _____

cow _____

switch _____

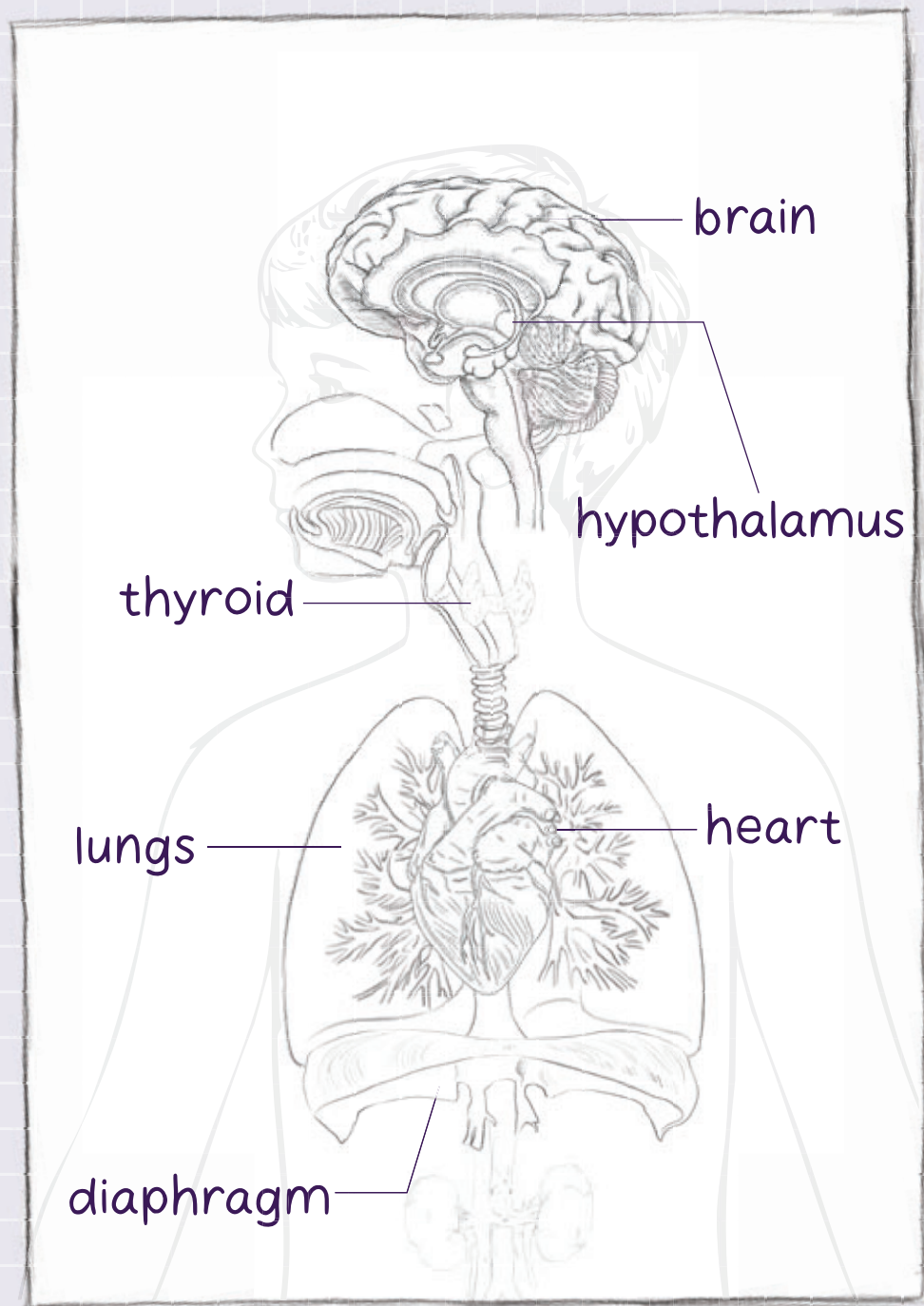
dish _____

ball _____



Draw and label yourself!

Lay down on a large piece of paper and ask a parent to outline your body. You can also make a chalk outline outside! Then, use the picture of the body below to draw some of the body parts we have learned about so far on the outline of your body! Be sure to label each part.





Discovery

5

Question

What will you discover on a field trip?

Parent note—
To wrap up the human
body study, take a
field trip! Here are
some ideas to help
your kids learn more
about the human body!

FIELD TRIP
IDEAS

- ☐ Science Museum or Children's Museum with interactive body exhibits and skeleton displays
- ☐ Medical center or hospital tour
- ☐ Health fair with blood pressure checks and vision/hearing screenings
- ☐ Dental office
- ☐ Physical therapy clinic
- ☐ Local gym or fitness center
- ☐ Eye doctor's office



Name:

Date:

Field Trip Location:

During Our Visit

2 new things I learned:

1.

2.

I asked this question:

The answer I got:

Check off the systems you observed today:

☐ Respiratory

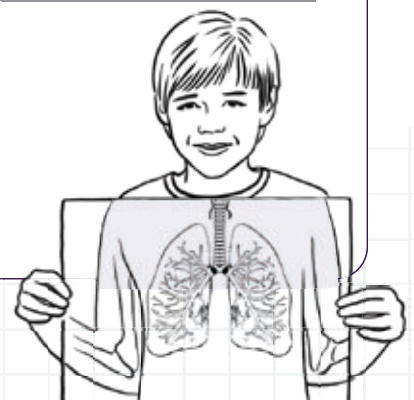
☐ Circulatory

☐ Endocrine

☐ Skeletal

☐ Nervous

☐ Muscular



At Home

The best part of our field trip was:

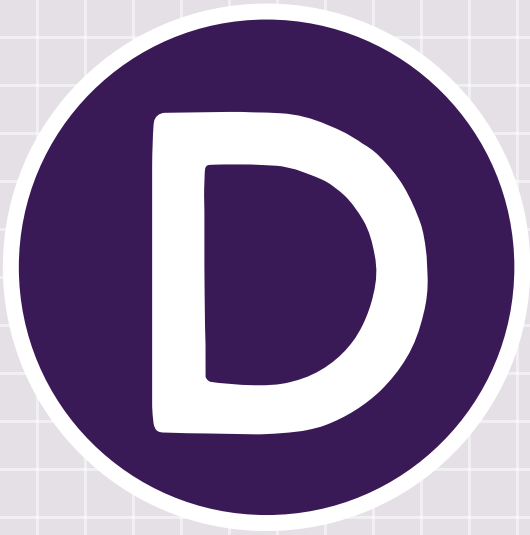
Because:

After our visit, I want to know more about:

One way I can take better care of my body based on what I learned:

Rate your field trip: 

I would/ would not recommend this field trip to other kids because:



Primary School Planner

SCIENCE AND LIFE SKILLS



**not
consumed**
HOMESCHOOL

EXPLORATIONS CURRICULUM



How to use this book

This is going to be a great year! With this planner as your guide, you and your parents will learn new habits and how to track them. You'll also have fun learning all kinds of skills. Here's how to get started:

- 1. Pray first.** Before you do anything, take some time to pray and ask God to lead you as you fill in these pages. You'll want to do this each day!
- 2. Learn how to use this book.** We've put together an amazing video to help you learn the easiest way to use this planner. Scan the QR code below or go to this website: www.notconsumed.com/primary-planner
- 3. Pick a date.** Pick a date to sit down with your family so that you can make plans for the school year together. You'll also want to choose a date to do the About Me section and the Beginning Assessment section before you start the school year.



Scan the code for ideas and information on how to use this planner.



COLOR

☆
Favorites

Draw your favorites in the circles,
or have a parent print pictures for
you to cut and glue in the circles.



SONG



BOOK

Literacy Checklist #1



DATE: _____

☒ Formation of Capital Letters (p. 22)☒ Formation of Lowercase (p. 22)

B D Z F X A H E I C L G N J
P K M S O U Q R W T Y V

b d z f x a h e i c l g n j
p k m s o u q r w t y v

☒ Identifies Syllables

dog_____ apple_____ butterfly_____ cricket_____ station_____ pickle_____ hop_____

hamburger_____ alligator_____ shampoo_____ chicken_____ rocket_____

☒ Reads words with vowel patterns (p. 23)☒ Reads words with beginning blends (p. 23)cake ☐ few ☐pair ☐ tiny ☐seat ☐ look ☐fine ☐ toys ☐light ☐ out ☐rope ☐ row ☐boat ☐ how ☐cube ☐shape ☐spot ☐phone ☐chair ☐wrote ☐gnat ☐whale ☐knot ☐☒ Reads words with ending blends (p. 23)fish ☐song ☐sunk ☐bath ☐lunch ☐comb ☐duck ☐☒ Identifies Onset and Rhyme☒ Handwritingc / at ☐f / hat ☐d / uck ☐s / run ☐b / ook ☐h / top ☐m / oon ☐b / math ☐w / indow ☐c / rake ☐ch / air ☐m / hug ☐p / ocket ☐s / nake ☐Writes on a line ☐Appropriate use of upper and lowercase letters ☐Appropriate spacing between letters in words ☐Appropriate spacing between words in sentences ☐☒ Comprehension (p. 24–26)☐ Story 1

score: _____

☐ Story 2

score: _____

☐ Story 3

score: _____



Ethan loved looking at the stars through his telescope. One clear night, he set it up in the backyard with his family. As he scanned the sky, he spotted a bright comet with a glowing tail. Everyone in his family took turns peeking through the telescope to see it. Ethan thought

it was amazing that something so far away could shine so brightly. He decided he wanted to learn even more about space and the wonders God made in the heavens.

What did Ethan use to look at the stars?

☐

Where did he set up his telescope?

☐

What special object did he see in the sky?

☐

Who else looked through the telescope?

☐

What did Ethan decide he wanted to do after seeing the comet?

☐

Score: _____/5

✓ Place Recognition (1st–10th) (p. 30–31)

1st 2nd 3rd 4th 5th 6th 7th 8th 9th 10th

✓ Counts Backward From 50

☐ yes ☐ no ☐ almost

✓ Counts Forward From:

☐ 16 ☐ 53 ☐ 74 ☐ 91

✓ Identifies the Number Between:

37 ____ 39 54 ____ 56

79 ____ 81 109 ____ 111

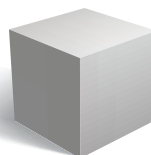
✓ Counts By:

☐ 2s ☐ 5s ☐ 10s

✓ Draws 2-dimensional (p. 30–31)



✓ Identifies 3-dimensional (p. 30–31)



CUBE



✓ Addition and Subtraction

Compares objects as “more than” or “less than” another set of objects ☐

Knows “basic facts” for subtraction with answers 0–10 with quick recall ☐

Uses the words “subtract,” “minus,” or “take away” ☐

Knows “basic facts” for addition using numbers 0–9 with quick recall ☐

Uses the words “add” or “plus” ☐

✓ Counts To:

✓ Ordinal Numbers (p. 30–31)

☐ Which animal is FIRST?

☐ Which animal is SECOND?

☐ What position is the CHICKEN?

☐ What position is the HORSE?

☐ What position is the CAT?

☐ What position is the SHEEP?

☐ Which animal is TENTH?

☐ Which animal is FOURTH?

☐ What position is the DOG?

☐ What position is the DUCK?

☐ What position is the COW?

☐ What position is the RABBIT?

Self-Care:

	NOT YET	PRACTICING	MASTERED
Puts on and ties shoes independently	☐	☐	☐
Hangs towels and cleans up clothing after showering	☐	☐	☐
Can pick a healthy snack	☐	☐	☐
Brushes teeth regularly without being reminded	☐	☐	☐
Brushes hair regularly without being reminded	☐	☐	☐
Can style simple hairstyles	☐	☐	☐

Home Helper:

	NOT YET	PRACTICING	MASTERED
Cleans up own mess	☐	☐	☐
Helps put groceries away	☐	☐	☐
Waters the plants	☐	☐	☐
Follows a simple recipe with help	☐	☐	☐
Can wash most dishes by hand	☐	☐	☐
Sorts clothes by color and empties pockets	☐	☐	☐
Can clean inside of car	☐	☐	☐
Can sweep, mop, and vacuum correctly	☐	☐	☐

Time/Money Manager:

	NOT YET	PRACTICING	MASTERED
Starts repetitive tasks without reminders	☐	☐	☐
Follows a word checklist (5–10 items)	☐	☐	☐
Wakes in the morning using an alarm clock	☐	☐	☐
Counts coins & bills	☐	☐	☐
Compares prices	☐	☐	☐



Weekly Checklist

WEEK OF:

Name: _____



School

M



T



W



T



F



★ = SCORE / COMPLETED



Daily Habits

M

T

W

T

F

S

My Time with God



Eat breakfast / Clean up



Brush teeth



Get dressed



Tidy room



Chores



Read



Whatever you do, work heartily, as for the Lord and not for men. Colossians 3:23



Copywork: Copy the Bible verse and the sentence in your best handwriting.



For he will command his angels concerning you to guard you in all your ways.
Psalm 91:11

Handwriting practice lines for the first verse. Each line set consists of a solid top line, a dashed middle line, and a solid bottom line. There are five such sets of lines provided for copying the text.



Force is what makes motion happen.

Handwriting practice lines for the second sentence. Each line set consists of a solid top line, a dashed middle line, and a solid bottom line. There are five such sets of lines provided for copying the text.



Weekly Checklist

WEEK OF:

Name: _____



School

M



T



W



T



F



★ = SCORE / COMPLETED



Daily Habits

M

T

W

T

F

S

My Time with God



Eat breakfast / Clean up



Brush teeth



Get dressed



Tidy room



Chores



Read



Whatever you do, work heartily, as for the Lord and not for men. Colossians 3:23



Copywork: Copy the Bible verse and the sentence in your best handwriting.

✓ I was glad when they said to me, "Let us go to the house of the LORD!" Psalm 122:1

Handwriting practice lines for the first sentence. Each set consists of a solid top line, a dashed middle line, and a solid bottom line.

✓ Cathedrals have tall ceilings, colorful windows, and impressive towers.

Handwriting practice lines for the second sentence. Each set consists of a solid top line, a dashed middle line, and a solid bottom line.

Place Visited:

DATE:



Draw the place you visited.



Draw something you did or learned on this trip.

Did you have fun?



Did you learn?



Did you obey?



Books I've read this year:

DATE	TITLE/AUTHOR	RATING
		  
		  
		  
		  
		  
		  
		  
		  
		  
		  
		  
		  
		  
		  
		  
		  
		  
		  

READING
MAKES ME
HAPPY



READING

journal



LET'S
READ

A COMPLETE
READING
CURRICULUM
FOR GRADES 2-5



HOW TO USE THIS JOURNAL

Welcome to the *Reading Journal*! Have you ever thought that reading would be so much more fun if you could PICK the books you are reading? Well, this reading curriculum was designed to help you think outside the box. YOU get to make up your own reading curriculum, and it's going to be a blast!

The *Reading Journal* contains 28 half-page lessons (in the form of graphic organizers) to help you think deeper about the text. We will cover comprehension, story elements, vocabulary study, compare/contrast, and much more. We will also look at stories in light of God's Word.

This journal includes enough lessons to cover 180 days of school. We've purposely repeated the graphic organizers to help reinforce skills, but don't worry. You won't even notice the repeats because you'll be on a different book by then anyway!

Which books should you use?

That's up to you! We have included a list of our suggestions, but you can read anything that interests you: stories, biographies, how-to books, fairy tales, science books, or anything else your mind can think of!

Each day after you finish reading, open your journal and respond. You'll want to add the title of the book, how much you read, and then fill in the details. You can use one lesson for each book, one for each chapter, or even one for every few pages. Just do one lesson (half of the page) each day after you finish reading.

There are two kinds of books: fiction and nonfiction. Fiction books are creative stories that are made up. When you read books like this, look for the navy-colored lessons. Nonfiction books are factual. Nonfiction books can be a true story (like a biography) or a collection of facts (like a book about sea turtles). When you read books like this, look for the teal blue-colored sections. Some of the lessons in this book can be used with ANY book! Those are orange. If you are reading a book and the next lesson isn't a good fit, just skip it and come back to that lesson next time.

Happy reading!

FOR WISDOM WILL COME INTO YOUR HEART,
AND KNOWLEDGE WILL BE PLEASANT TO YOUR SOUL;
DISCRETION WILL WATCH OVER YOU, UNDERSTANDING WILL GUARD YOU.
PROVERBS 2:10-11

A whimsical illustration of a white rabbit and a brown bear sitting together and reading a large blue book. The rabbit, on the left, wears round blue-rimmed glasses and has pink cheeks. The bear, on the right, has a textured brown fur pattern, closed eyes, and pink cheeks. The book they are holding is blue with the words 'FAIRY TALES' written vertically in white on the spine and diagonally on the front cover. A small illustration of a wand is also on the cover. The background is a simple gradient of light blue and yellow.

DATE:

RATING:

☆☆☆☆☆

☆☆☆☆☆

This book is so _____ that
I must tell _____ about it.

4

DATE:

RATING:

☆☆☆☆☆

☆☆☆☆☆

Write or draw a different ending to the story.



BOOK TIME

ANY Book

5

BOOK TITLE:

PAGES READ TODAY:

DATE:

RATING:

☆☆☆☆☆

WORD STUDY

Write 3 verbs from today's reading.

1. _____
2. _____
3. _____

Write 3 nouns from today's reading.

1. _____
2. _____
3. _____

Write 3 adjectives from today's reading.

1. _____
2. _____
3. _____

Draw one

Draw one

Draw one

ANY Book

6

BOOK TITLE:

PAGES READ TODAY:

DATE:

RATING:

☆☆☆☆☆

FACT OR FICTION?

Is this book fact or fiction? Write three clues that help you to know the answer.

Clue #1 _____

Clue #2 _____

Clue #3 _____

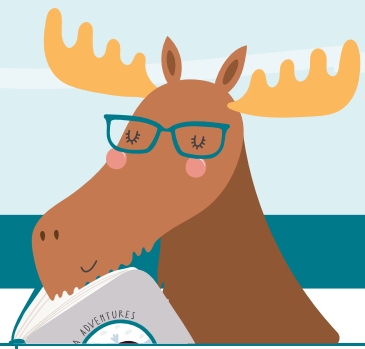


The book is

☐ FACT

☐ FICTION

NEVER STOP READING



Nonfiction
9

BOOK TITLE:

PAGES READ
TODAY:

DATE:

RATING:

☆☆☆☆☆

GET INFORMED

Record in each column as you read.

Facts	Questions I Have	Answers & Responses



ANY Book
10

BOOK TITLE:

PAGES READ
TODAY:

DATE:

RATING:

☆☆☆☆☆

THINK ON THESE THINGS

In Philippians 4:8, the Bible tells us exactly what kinds of things we should think about. Check off the things below that describe this book.

- ☐ TRUE
 ☐ HONORABLE
 ☐ JUST
 ☐ PURE
 ☐ LOVELY
☐ COMMENDABLE
 ☐ EXCELLENT
 ☐ WORTHY OF PRAISE

Tell if you would recommend this book and why.
