

Creatures in Creation



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Field trip at
the end of
Week 21!



Field trip at
the end of
Week 25!



Field trip at
the end of
Week 29!



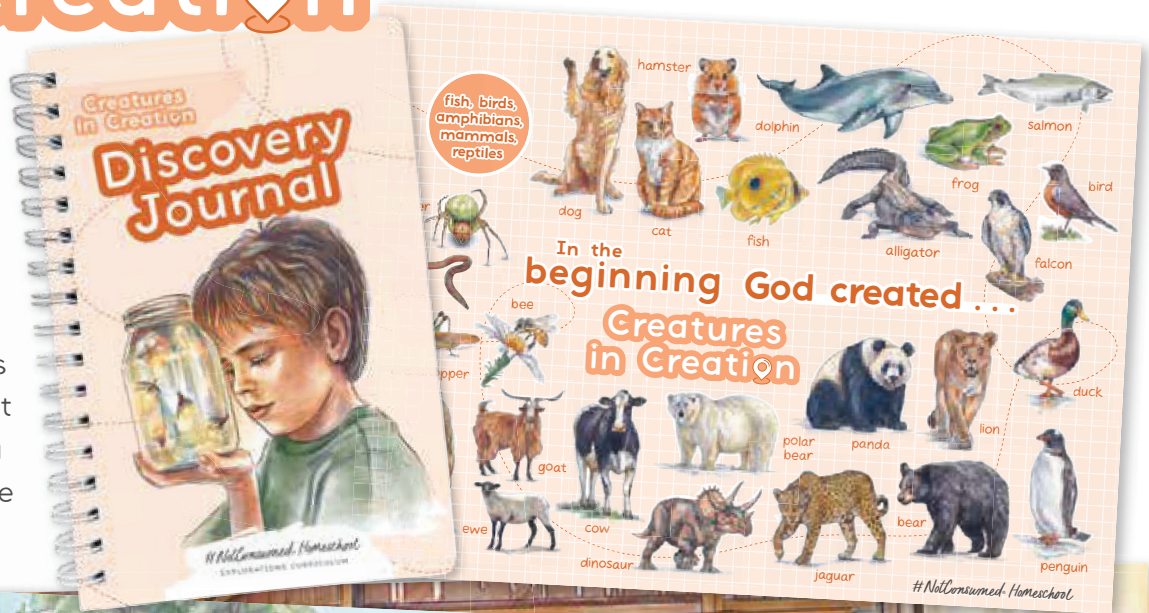
Creatures in Creation

Animal Poster

Track your progress as you complete each week of the curriculum!

Discovery Journal

Record pictures and facts about animals as you see them in the real world!

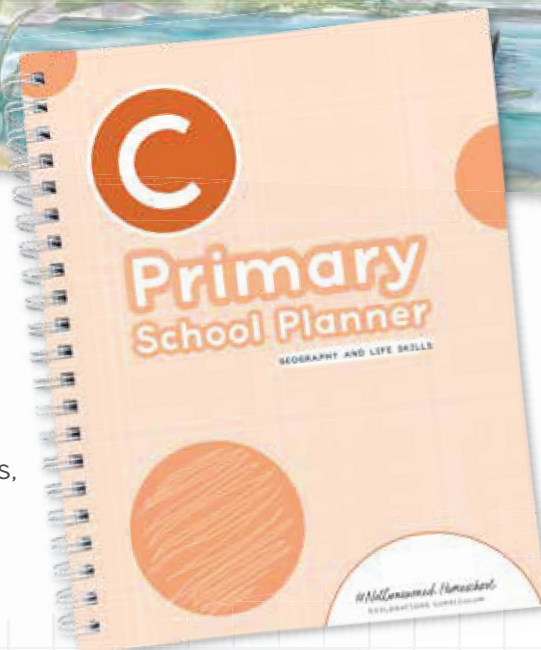


Reusable Sticker Book

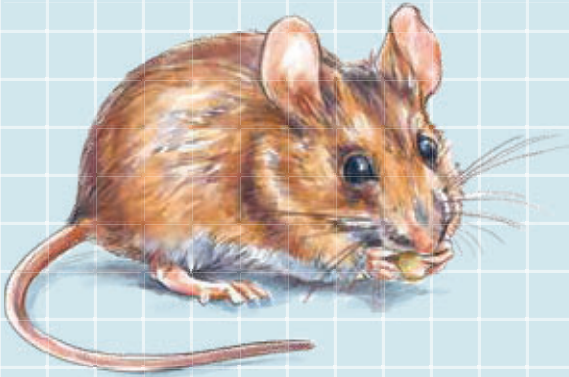
Add animals to their homes and habitats over and over!

Primary Planner C

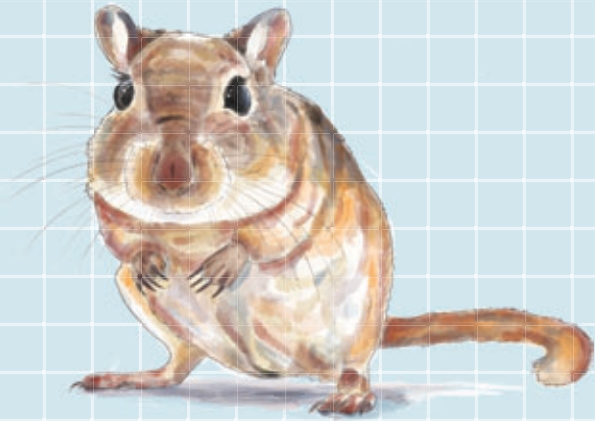
Build age-appropriate habits, track learning progress, and practice geography skills.



mouse



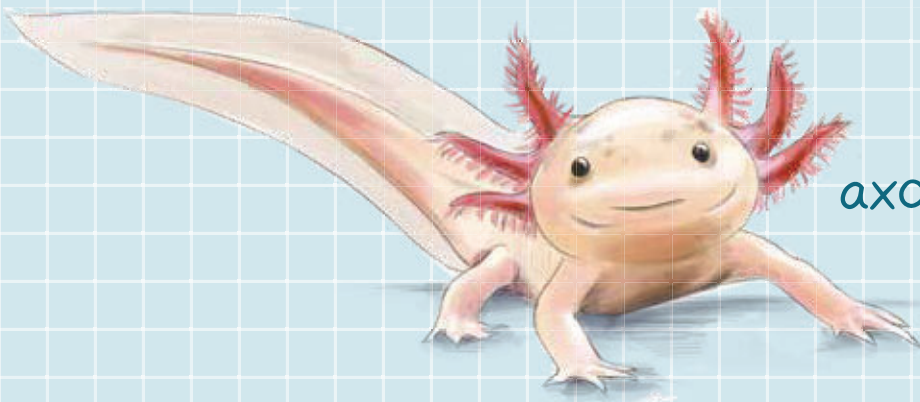
gerbil



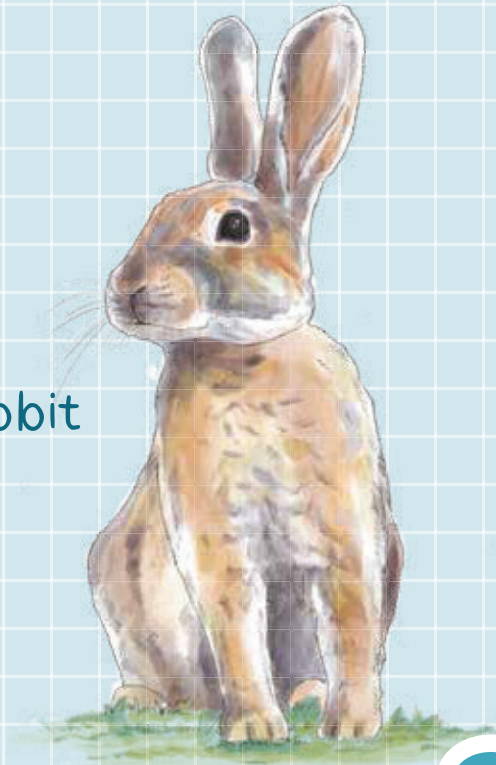
tarantula



axolotl



rabbit



ferret



Small Animals

Hi, I'm Nibbles the hamster, and I'm here to teach you all about small animals that make great pets!





What small animals make good pets?

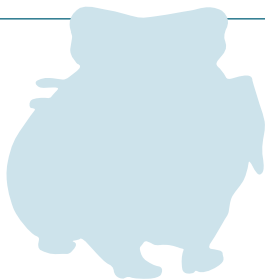
Maybe you've had a small animal as a pet before. These animals can be kept in a small space, are easy to take care of, and are very friendly!

The first four animals we're going to learn about are of the rodent kind.

A **rodent** is an animal with long front teeth for gnawing on nuts and seeds. Nibbles is part of the rodent kind. As you read about each animal, use the stickers on page 343 to match the picture with the animal being described.

Gerbils

- * are small and fuzzy with long tails
- * love to dig tunnels and play with other gerbils
- * have tiny paws and whiskers



Hamsters

- * have round cheeks where they store food
- * sleep during the day and play at night
- * enjoy running on wheels and hiding in tubes

Mice

- * are tiny animals with big ears
- * have long tails that help them balance
- * are very quick and good at climbing

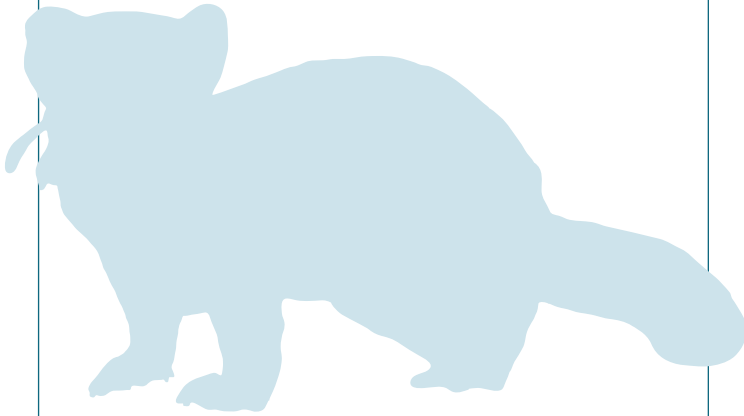


Rats

- * are smart and can learn tricks
- * have longer noses than mice
- * like to play with toys and with people



Rabbits, ferrets, fish, and birds are other small animals that make good pets.

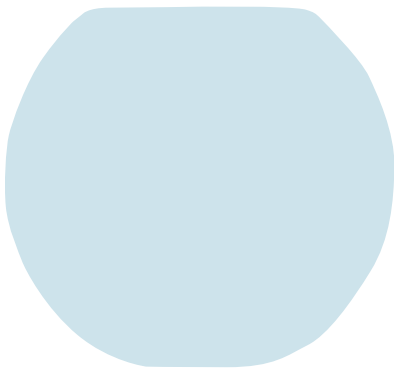


Ferrets

- ✱ have long bodies and short legs
- ✱ are very playful and love to run around
- ✱ like to hide toys in secret spots

Rabbits

- ✱ have long ears and fluffy tails
- ✱ walk, run, and hop
- ✱ like to eat seeds, hay, and leafy greens

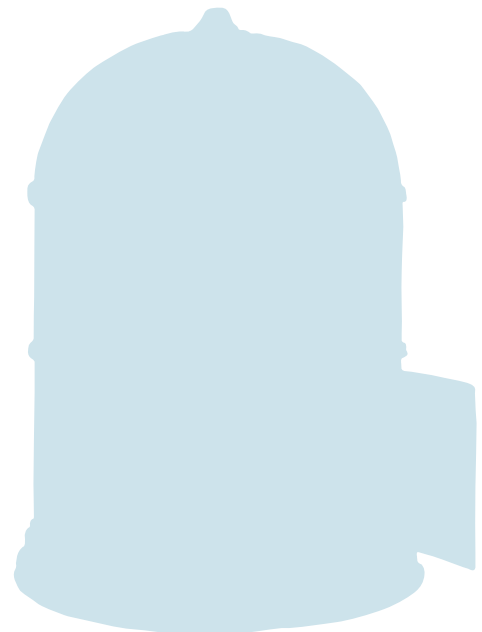


Fish

- ✱ swim in water and breathe through gills
- ✱ come in many sizes, shapes, and colors
- ✱ need clean water to stay healthy

Birds

- ✱ have feathers and use their hard beaks to eat seeds
- ✱ some can learn to talk
- ✱ need toys and space to fly around

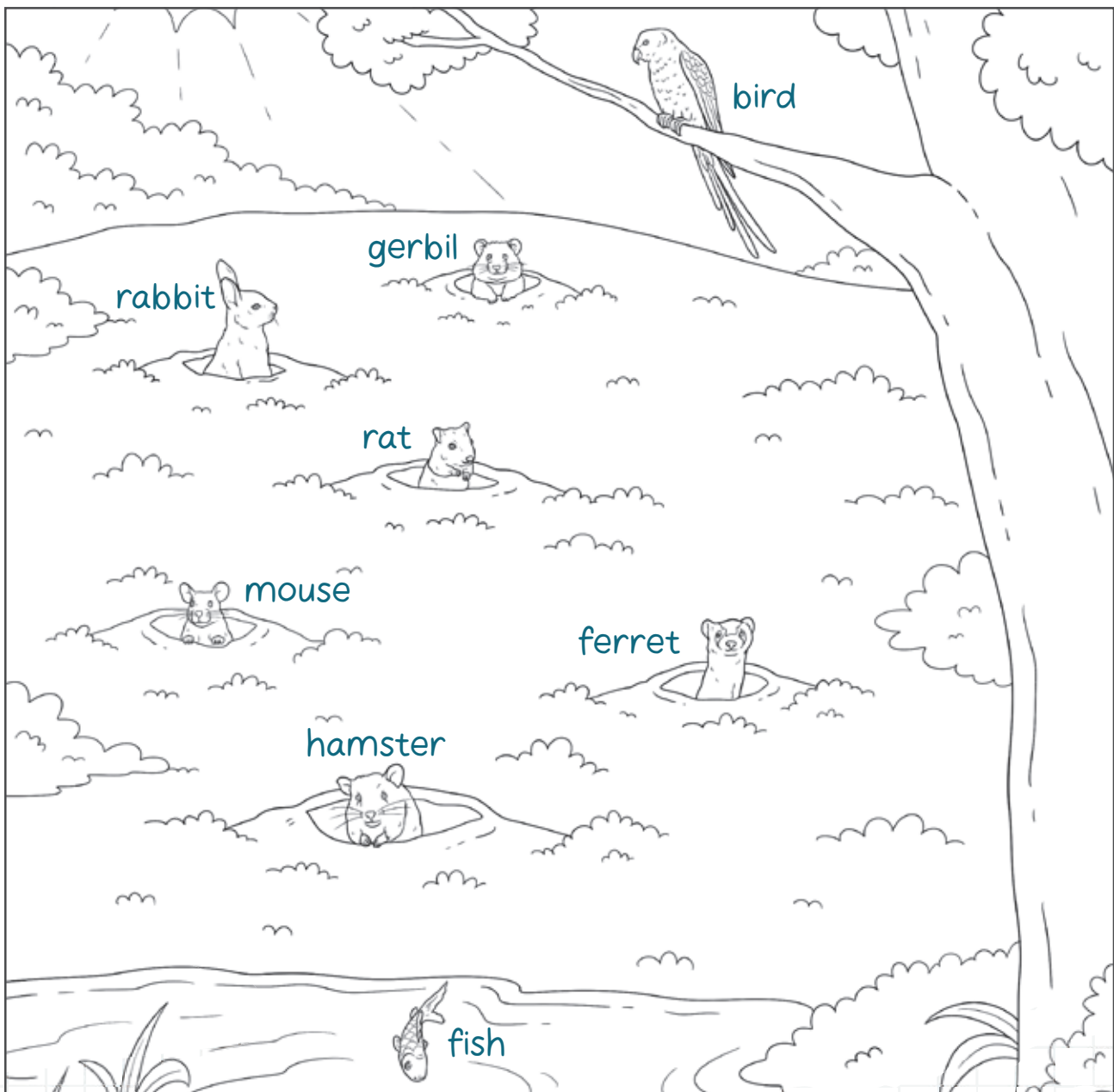




Name: _____

Like dogs and cats, small animals have ancestors (great-great-grandparents) who were once wild. Most of these animals can still be found in the wild. Many originally lived in meadows or grassy areas in North America, Europe, or Australia. A habitat is a place where an animal lives.

Look at these animals in their habitat.
How many animals do you see?

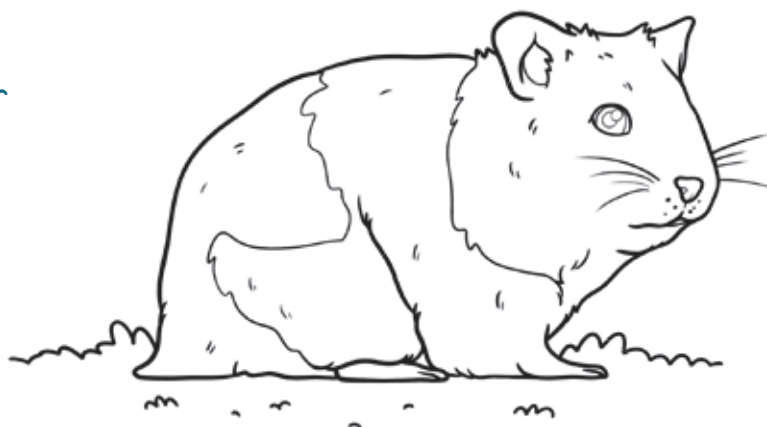


Hamsters and gerbils are very similar, but different species. Another similar rodent is a guinea pig. One of the biggest differences is that a guinea pig is much larger than a hamster or a gerbil. Color the pictures to see how they are different.

Guinea pig



Hamster



Gerbil





What will you discover on a field trip?

Let's go on a field trip! Take a trip to the **pet store** and complete the scavenger hunt.

Parent Note—
To wrap up this pet study,
take a field trip! Here are
some ideas of dog, cat,
or small animal related
trips for you to enjoy!

FIELD TRIP IDEAS

- ☐ Visit a friend who has a pet for the afternoon and learn how they take care of it.
- ☐ Visit or volunteer at a local animal rescue.
- ☐ Go to your local pet store and look at all the animals they have.
- ☐ Call your local veterinary clinic, therapy dog training center, or grooming salon to schedule a visit or a chat with a worker.
- ☐ Take a virtual trip.

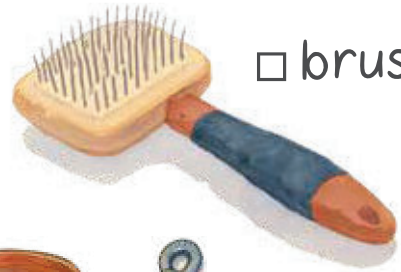


Pet Store Scavenger Hunt

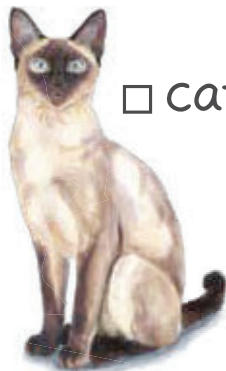
Check off each animal or object you see at the pet store!



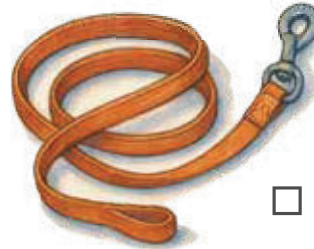
☐ dog



☐ brush



☐ cat



☐ leash



☐ food



☐ toy



☐ reptile



☐ bird



☐ fish



☐ rodent

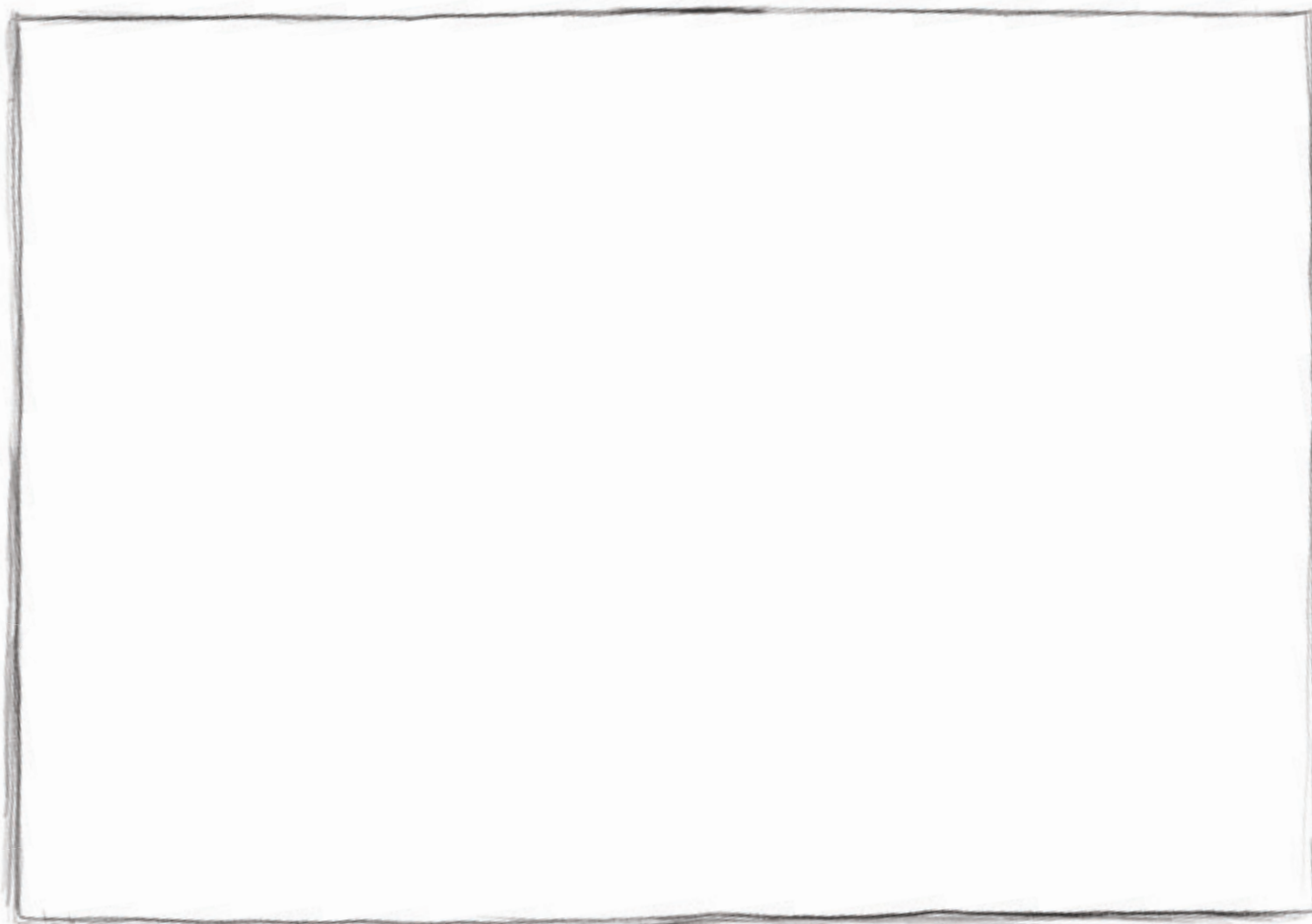


☐ treat



Name: _____

Draw the animal that was your favorite.



My favorite animal from the field trip was a

How would you rate this field trip? ☆☆☆☆☆

Let's review! Draw a line from each animal to the day it was created on the top and to the type of animal it is on the bottom.

Day 5:
Water and
Sky Animals

Day 6:
Land Animals



Fish

Bird

Reptile

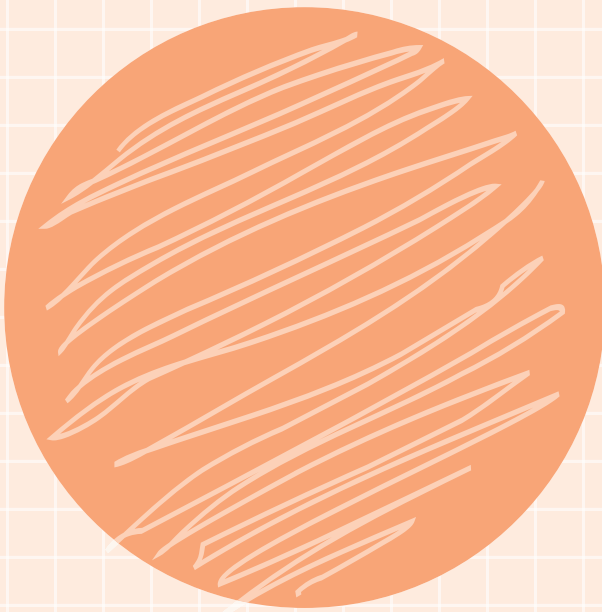
Amphibian

Mammal



Primary School Planner

GEOGRAPHY 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: _____

☒ Recognizes Capital Letters (p. 23)

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

☒ Recognizes Lowercase Letters (p. 23)

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

☒ Formation of Capital Letters (p. 24–26)

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

☒ Formation of Lowercase Letters (p. 24–26)

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 Letter Sounds (p. 23)

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

☒ Identifies Number of Syllables

dog_____ apple_____ butterfly_____ cricket_____ station_____ pickle_____ hop_____

hamburger_____ alligator_____ shampoo_____ chicken_____ rocket_____

☒ Identifies Onset and Rhyme

c / 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 ☐	

☒ Identifies Initial Sound

gate, girl, guess ☐

silly, soap, sat ☐

rain, rush, rat ☐

mop, milk, mom ☐

tiny, turtle, tap ☐

lace, lost, lemon ☐

pop, pass, post ☐

hat, home, help ☐

☒ Handwriting

Writes on lines ☐

Letters are sized correctly ☐

Uses upper and lowercase letters correctly ☐

☒ Comprehension

☐ Story 1 score: _____

☐ Story 2 score: _____

☐ Story 3 score: _____

Uses title/pictures to predict the story ☐

Retells a story in correct sequence ☐

Tracks words with finger and eyes ☐

Guesses at words based on pictures ☐

Math Checklist #3

DATE:

Number Recognition (20–100)

20 35 47 95 62 74 88 99 55
92 23 42 36 58 67 71 100

Counts Backward From 20

☐ yes ☐ no ☐ almost

Counts Forward From:

☐ 5 ☐ 16 ☐ 23 ☐ 54

Identifies the Number Between:

7 ____ 9 15 ____ 17

22 ____ 24 37 ____ 39

Counts By:

☐ 2s ☐ 5s ☐ 10s

Begins to Add and Subtract

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

Represents subtraction with objects or drawings ☐

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

Represents addition with objects or drawings ☐

Uses the words “add” or “plus” ☐

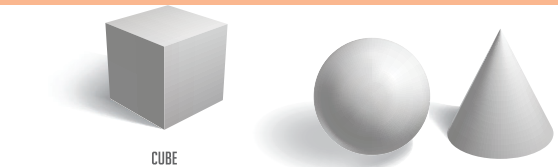
Place Recognition (1st–10th) (p. 34–35)

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

Identifies 2-dimensional (p. 34–35)



Identifies 3-dimensional (p. 35)



Continues Patterns (p. 36)

☐ AB ☐ ABB ☐ ABC

Counts To:

Ordinal Numbers (p. 34–35)

☐ 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
Can bathe/shower independently	☐	☐	☐
Brushes hair and teeth without help	☐	☐	☐
Washes hands without being reminded	☐	☐	☐
	☐	☐	☐
	☐	☐	☐

Home Helper:

	NOT YET	PRACTICING	MASTERED
Feeds pets with help	☐	☐	☐
Puts away clean clothes	☐	☐	☐
Sweeps into a pile	☐	☐	☐
Picks up the bathroom after use	☐	☐	☐
Unloads the dishwasher with limited help	☐	☐	☐
Wipes/cleans up own spills	☐	☐	☐
Makes bed with help	☐	☐	☐
Dusts easy-to-reach places	☐	☐	☐
Helps bring in groceries	☐	☐	☐
	☐	☐	☐
	☐	☐	☐

Time/Money Manager:

	NOT YET	PRACTICING	MASTERED
Follows more involved 3-step directions	☐	☐	☐
Can focus on one task at a time	☐	☐	☐
Follows a picture checklist (5–7 items)	☐	☐	☐
Can finish a task before a timer goes off	☐	☐	☐
Saves money for a bigger purchase	☐	☐	☐
	☐	☐	☐
	☐	☐	☐



Weekly Checklist

WEEK OF:

Name: _____



Daily Habits

M

T

W

T

F

S

My Time with God


☐
☐
☐
☐
☐
☐

Eat breakfast / Clean up


☐
☐
☐
☐
☐
☐

Brush teeth


☐
☐
☐
☐
☐
☐

Get dressed


☐
☐
☐
☐
☐
☐

Tidy room


☐
☐
☐
☐
☐
☐

Chores


☐
☐
☐
☐
☐
☐

Read


☐
☐
☐
☐
☐
☐
☐
☐
☐
☐
☐
☐


School

M



T



W



T



F



READING



MATH

☆ = SCORE / COMPLETED

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

State



- ✓ There are 50 states in the **United States**. Point to your state on the map, and then trace your state with your finger on the map.
- ✓ What other states touch your state? Say the names of the states that are next to or touch your state.
- ✓ Color your state on the map.
- ✓ While jumping up and down, say your address. First say your house or apartment number, then say your street, then say your city or town, then say your state.



Weekly Checklist

WEEK OF:

Name: _____



Daily Habits

M

T

W

T

F

S

My Time with God



Eat breakfast / Clean up



Brush teeth



Get dressed



Tidy room



Chores



Read



School

M



T



W



T



F



READING



MATH

☆ = SCORE / COMPLETED

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

River



- ☒ What is the name of a river near you?
 - ☐ Can you find it on a map?
 - ☐ Trace the river with your finger.
 - ☐ Can you see where it starts and ends?
 - ☐ Read a book about animals that live in rivers.

- ☒ Write the name of the river.

- ☒ What lives in a river? Draw it.

Place Visited:

DATE:



Draw the place you visited.



Draw something you did or learned on this trip.

Did you have fun?

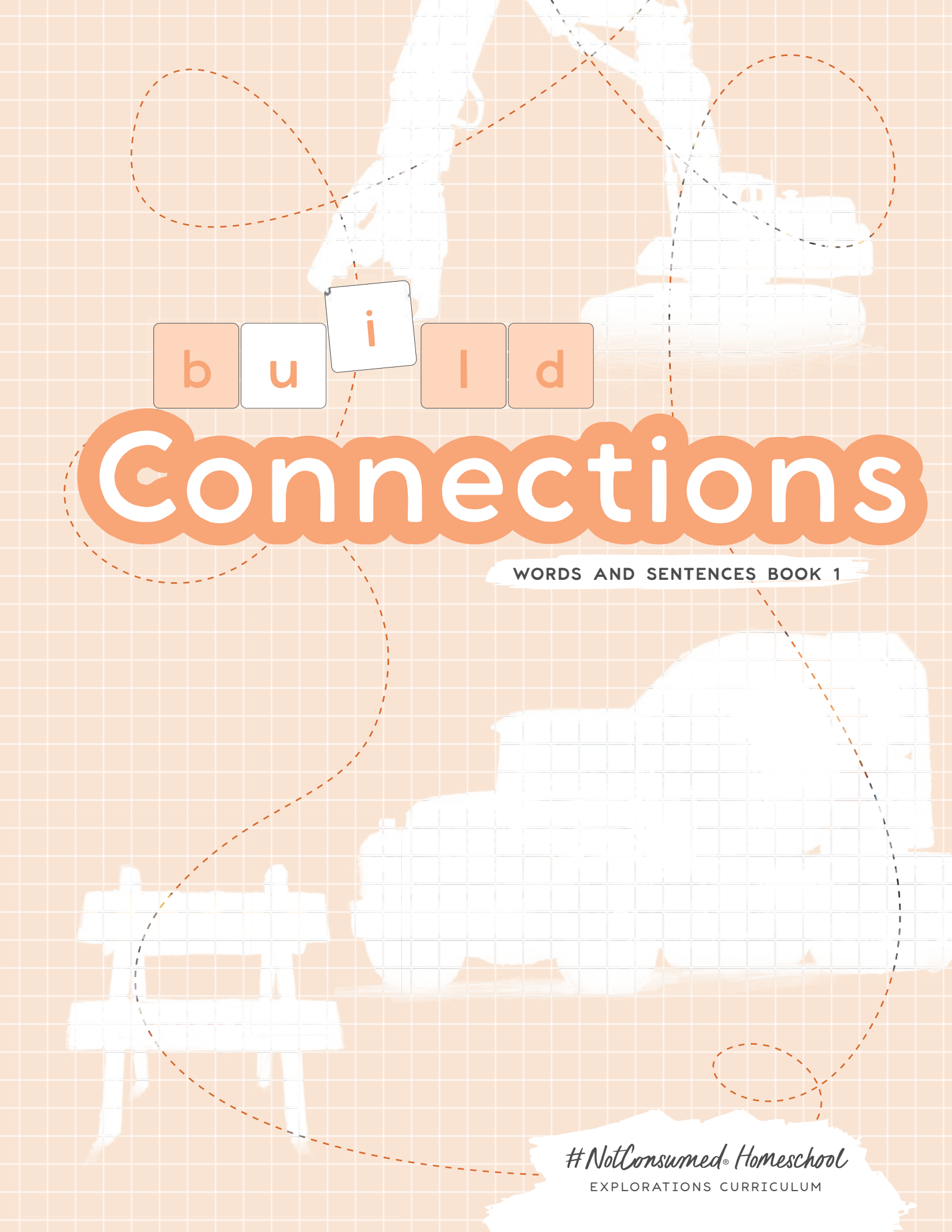


Did you learn?



Did you obey?





b u i l d

Connections

WORDS AND SENTENCES BOOK 1

#NotConsumed® Homeschool
EXPLORATIONS CURRICULUM

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WEEKLY LESSONS

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Consonant blends with R br, cr, gr, fr

Teaching Tip:

When a consonant is in front of the letter R, both letters make a distinct sound. However, the sounds blend together fluently, like in the word "bride." Mastering blends is a key step to becoming a fluent reader.

DAY 1

Daily Exercises:

- ☐ Find a book from the library with some R blends and read it every day. Once you have read it a few times, see if your child can read some of the words!
- ☐ Practice sight word flash cards or use an activity on page 192.
- ☐ Read aloud!
- ☐ Practice the memory verse. Page 199 has some fun ways to work on memorization.

Bible Lesson:

- ☐ Use page 169 to teach the Bible lesson.

DAY 2

Daily Exercises:

- ☐ Find a book from the library with some R blends and read it every day. Once you have read it a few times, see if your child can read some of the words!
- ☐ Practice sight word flash cards or use an activity on page 192.
- ☐ Read aloud!
- ☐ Practice the memory verse.

Say It:

- ☐ Use the bridge on page 170 to teach about R blends.
- ☐ Ask your child to circle the correct blend for each of the words on page 171.
- ☐ Ask your child to write the correct blend on page 172.

DAY 3

Daily Exercises:

- ☐ Find a book from the library with some R blends and read it every day. Once you have read it a few times, see if your child can read some of the words!
- ☐ Practice sight word flash cards or use an activity on page 192.
- ☐ Read aloud!
- ☐ Practice the memory verse.

Write It:

- ☐ Ask your child to write their name on the page in the space provided.
- ☐ Ask your child to build words on page 173. Use letter tiles if necessary.
- ☐ Use page 174 to teach about parts of a sentence. Ask your child to circle the correct words.

DAY 4

Daily Exercises:

- ☐ Find a book from the library with some R blends and read it every day. Once you have read it a few times, see if your child can read some of the words!
- ☐ Practice sight word flash cards or use an activity on page 192.
- ☐ Read aloud!
- ☐ Practice the memory verse.

Blend It:

- ☐ Ask your child to use the letter tiles to make words with S, L, or R blends. Ask them to color a star on page 175 for every word they make.

Teaching Tip: You may also see the blend “tw” as in “twig.” We will not focus a whole lesson on this, but you can do any of the exercises in the blend lessons to practice the “tw” blend.

Sight Words:

- ☐ Ask your child to find the hidden sight words on page 176. Each word is hidden two times.

DAY 5

Daily Exercises:

- ☐ Practice sight word flash cards or use an activity on page 192.
- ☐ Read aloud!
- ☐ Practice the memory verse.

Read It:

- ☐ Ask your child to read the story on page 177. If they struggle with any words, encourage them to sound it out. Read the last sentence together since haven’t learned the middle sounds in barn, farmer, or brown yet. Reread sentences they struggled with so that they can practice them more. When you finish, ask your child to draw a line from each sentence to the picture it describes.
- ☐ Build your sight word wall on the poster! Use this week’s sticker on page 207.

Sight Words:

just
know
again
open

But that you may know
that the Son of Man
has authority on earth
to forgive sins
—he said to the man
who was paralyzed—
“I say to you, rise,
pick up your bed
and go home.”
Luke 5:24

Bible Lesson

People traveled from all over Israel to hear Jesus. Some came to hear His new teaching and wanted to know how to get eternal life. Others, like the Jewish leaders and Pharisees, came to see if they could get Jesus to say something that they could use against Him and prove that He was lying about being the Messiah. Then there were those, like the man this story is about, who came to be healed.

Have you ever tried to get somewhere but too many people were in your way? What did you do?

When lots of people are blocking the way, you might have to find a way around. One day while Jesus was teaching in a house, some men carried a paralyzed man to Jesus hoping He would heal him. However, there were so many people in the house that they could not get the man in! So the men carried him up to the roof and removed some of the ceiling. Then they lowered the man on a mat to the ground by Jesus.

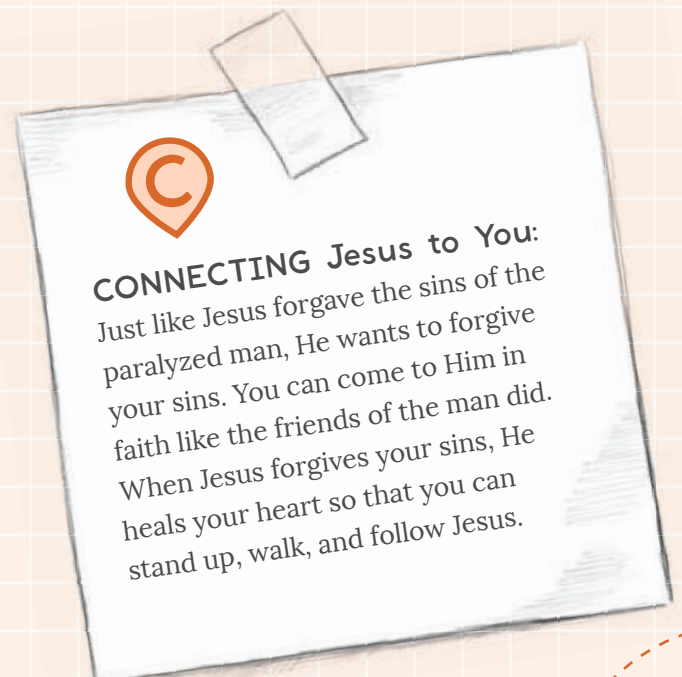
What do you think Jesus did?

When Jesus saw the faith of the paralyzed man's friends, He told the man that his sins were forgiven. To us, this sounds like a strange thing for Jesus to say. This man came to be healed, not for his sins to be forgiven! The Pharisees did not like what Jesus said either. Only God had the power to forgive sins, so they thought Jesus was wrong for saying that He could do that.

Let's read Luke 5:24. What did Jesus do next?

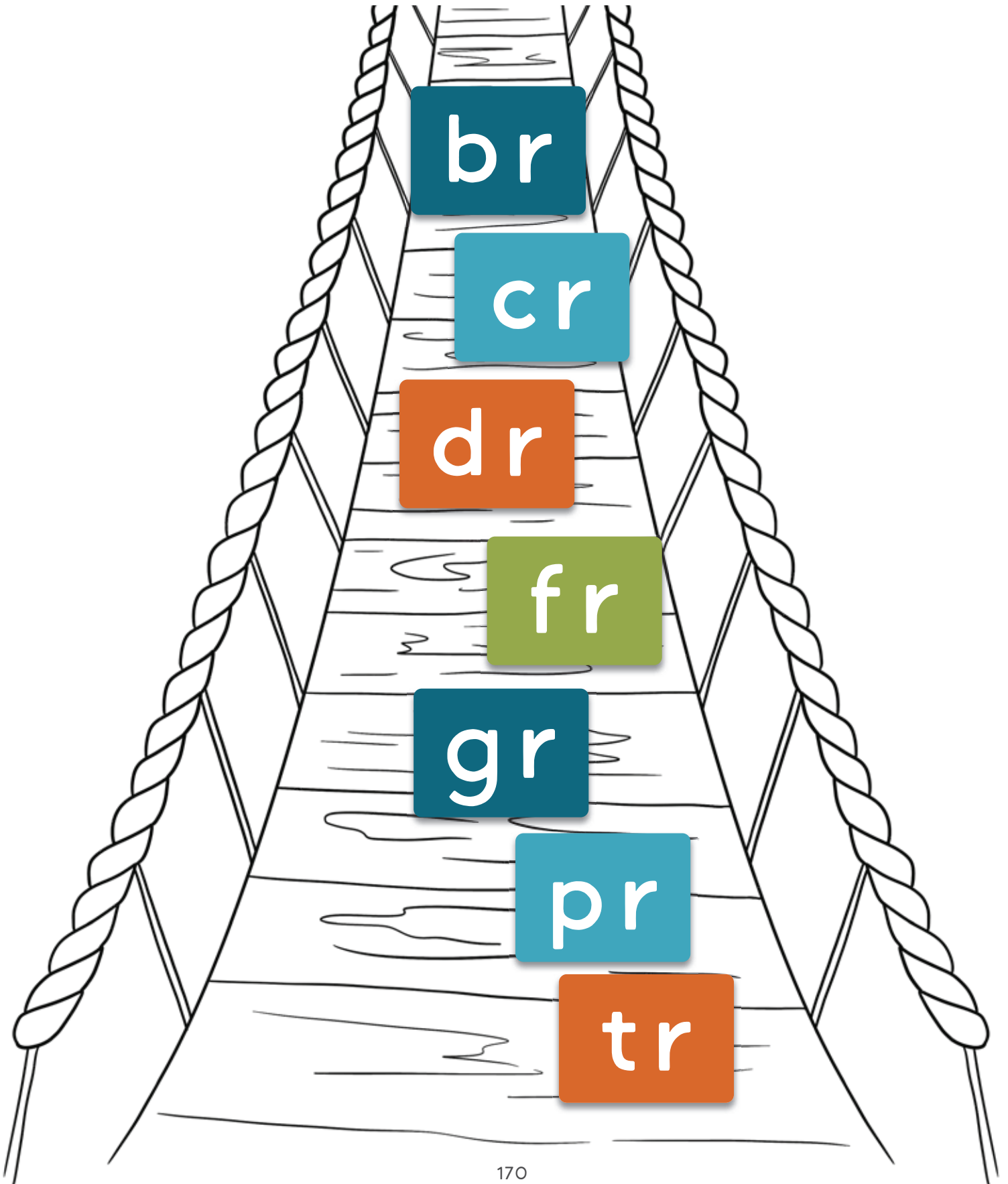
Jesus told the man to rise and walk. Anyone can claim to forgive sins. Only God can make the lame walk. When the man was healed, it proved that Jesus was God. It also proved that Jesus had the authority to forgive sins.

That's one reason the Pharisees were so upset with Jesus. They did not want to believe that Jesus was God because they wanted God to come crush their enemies and give them positions of authority, not forgive sins and heal the sick. However, God was so compassionate and loving towards His people that He gave them the gift they didn't even know they needed—freedom from their sins. Sin is a much more powerful enemy than any nation. Jesus came to forgive everyone who has faith in Him from their sins so that they can live a new life, just like the paralyzed man!



DAY 2

The letter R can blend with many consonants! Say the consonant blend and use your fingers to walk across the bridge.



Circle the correct blend for each of these words.



___ ick

br

cr



___ ape

gr

tr



___ ip

dr

pr



___ ost

fr

br



___ ab

cr

tr



___ int

pr

gr

DAY 2

Choose the correct blend for each word. Write it in the blank.

br

cr

gr

fr

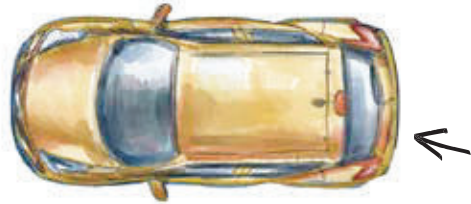
tr

pr

dr



____ush



____unk



____og



____ust



____um



____ape

Name: _____

Build a word by putting each blend together with the end of the word and writing it in the blanks.

cr

+ **aft** =

+ **isp** =

+ **ack** =

tr

+ **im** =

+ **uck** =

+ **ek** =

pr

+ **op** =

+ **ank** =

+ **ide** =

Sentences are made up of a complete thought, a capital letter at the beginning, and an end mark after the last word. Circle the words in each sentence that make it a complete thought.



dog big



The dog is big.

My/a/it cat is/not/of pretty.

I not/am/is fast.

The/was/of frog am/is/it
not red.

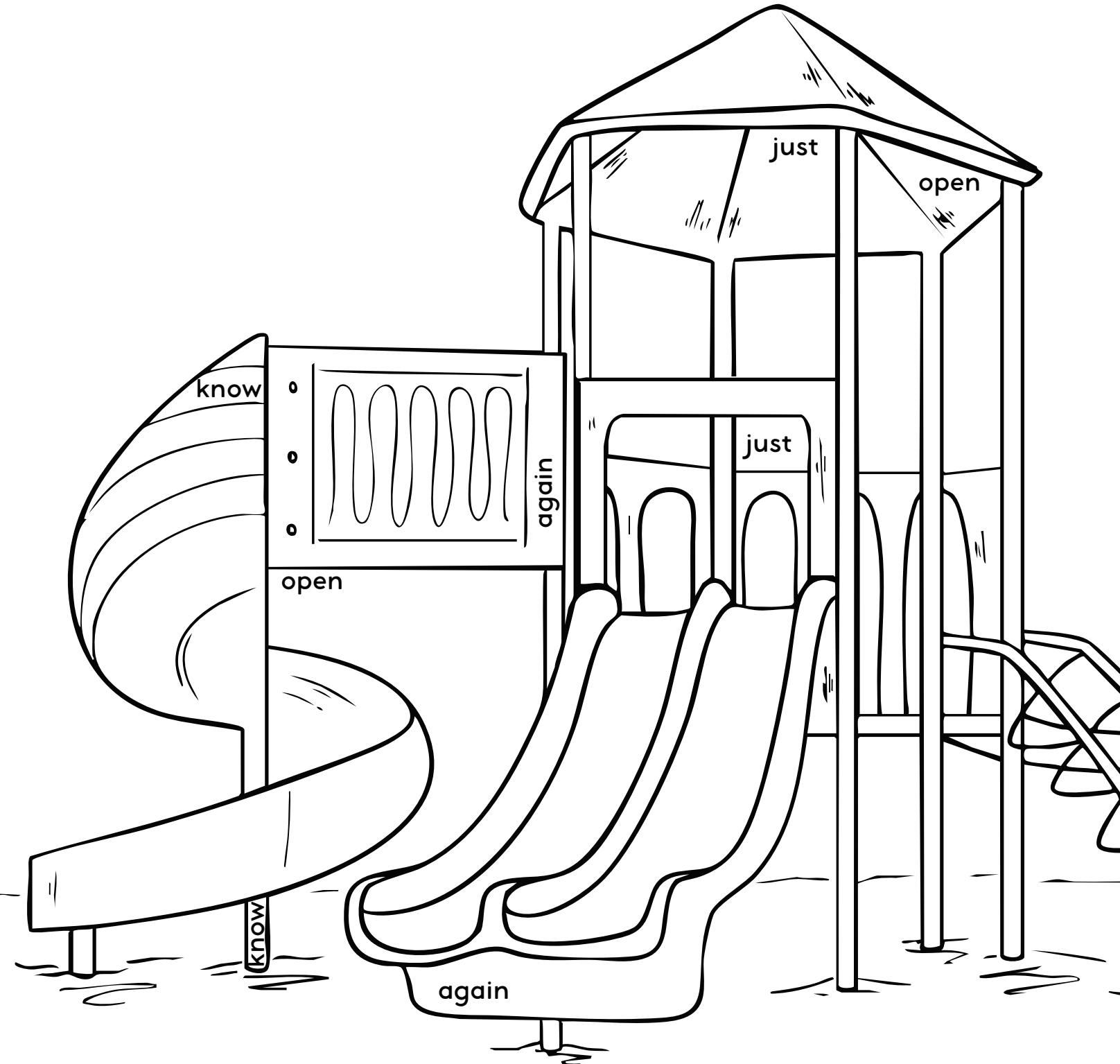
DAY 4



Get out the letter tiles and see how many words you can make with S, L, or R blends. Fill in a star every time you make a word!



Find and circle the sight words hidden in the picture. Each word appears two times.

open**just****again****know**

DAY 5

Read this story. Draw a line from each sentence to the animal it describes.

The frog can hop.



The dog can trot.



The hen can peck.



The pig can grunt.



The cat can drink.



They can all run to the barn for a picnic with Farmer Brown!



Let's keep building your child's reading skills! Don't let the thought of teaching reading overwhelm you! *Connections*, our Stage 2 reading curriculum is designed to build a path to reading fluency!

This 30-week curriculum includes Bible stories, memory verses, and builds reading skills. Interactive lessons and hands-on activities teach your child how to read, build words, and write sentences.

Connections will give your child a firm foundation that sets them up for reading success.

