

let's talk science

Adventures in the World Around Me

level K



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— CURRICULUM —





Author: Carrie Linquist

Master Books Creative Team:

Editor: Willow Meek

Design: Terry White

Cover Design: Diana Bogardus

Copy Editors:

Judy Lewis

Willow Meek

Curriculum Review:

Laura Welch

Kristen Pratt

Diana Bogardus

First printing: August 2021

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Master Books®, P.O. Box 726, Green Forest, AR 72638

Master Books® is a division of the New Leaf Publishing Group, Inc.

ISBN: 978-1-68344-265-3

ISBN: 978-1-61458-786-6 (digital)

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About the Author



Carrie Lindquist is a homeschool graduate, wife to Wayne, and momma to two energetic boys. She is a passionate advocate for homeschooling and loves helping new-to-homeschooling moms to realize that homeschooling through the early years isn't scary — it's really just an extension of all the fun things they are already doing with their children! When she isn't cleaning the endless little messes her boys create, you can find her encouraging moms to embrace the calling of everyday faithfulness.

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Course Description

Approximately 20 minutes per lesson, two times per week

Designed for kindergarten in a one-year course

Let's Talk Science: Adventures in the World Around Me introduces young learners to the amazing world of science. Through interactive lessons, hands-on activities, crafts, and engaging worksheets, students will discover God as the Creator of the world around them.

As they explore God's creation, students will discover how to use their five senses to investigate the world around them, learn basic properties of physical science, explore living and non-living things, and develop a love for learning more about God's creation through science.

Course Objectives

Students completing this course will:

- Learn that God is the Creator.
- Discover how they can use their five senses to learn more about the world around them.
- Develop their curiosity and build a foundation for future scientific study.
- Explore the tools we use in science, light and shadows, colors, size, shape, water, heat, living things, habitats, how to care for God's creation, weather, seasons, day and night, rocks, minerals, fossils, and dinosaurs.
- Enjoy learning about science through hands-on activities and crafts.

A note from the author

Welcome to *Let's Talk Science: Adventures in the World Around Me*! I'm so excited for you and your child to begin this adventure together. This stage of learning is so much fun and often filled with wide-eyed wonder as your child begins to discover more of the world around them.

If your child is anything like my children, your days are likely filled with many, many questions about the world they see around them. Each question sparked by curiosity becomes an amazing opportunity to learn, discover, and explore God's creation together. This course is inspired by the questions my sons have asked and the adventures we've had as we've answered those questions together.

Let's Talk Science: Adventures in the World Around Me is designed to be a lot of fun, interactive, hands-on, and easy to prepare for. This course is also designed to encourage curiosity — and if your child is particularly interested in a topic or question, I invite you to spend some time exploring God's world together through books, videos, and resources. Make this course your own, and have fun!

It is my prayer that as your child completes this course, they discover God as the Creator and develop a lifelong love for exploring His creation through science.

Course Components

- “The Adventures of Gideon and Mr. Snuggly” introduce the science topic for the week in a short story. These stories are designed to develop the student’s imagination and curiosity.
- Engaging worksheets encourage your student’s creativity and critical thinking skills.
- Most of the weekly lessons feature a hands-on activity or craft to reinforce the week’s topic. The activities are designed to be easy to prepare for, and most require materials you may already have on hand.
- A Master Materials List provides an at-a-glance view of the materials your student will need to complete activities during each week.
- This course is designed to be interactive. Be sure to take time to pause after questions in the text and explore the topic with your student. Encourage their curiosity and questions — you may both be able to learn something new together!

Flashlight

Tissue paper or cellophane in colors: red, orange, yellow, green, and blue

Rubber bands

Crayons or colored pencils

Weekly materials list



Master Materials List

Week 2

- Mirror

Week 4

- Something cold, like an ice cube or popsicle
- Something warm, like a cup of tea or hot chocolate
- Something cool, like cool water from the sink or food from the refrigerator

Week 5

- Pencil
- A few fragrant food items such as sliced orange, cheese crackers, vanilla, flavored cereal, garlic, onion, etc.
- Cup or container for each food selected
- Blindfold

Week 6

- Mirror

Week 7

- Fine glitter
- Plate
- Hand towel
- Sink
- Hand soap

Week 8

- A band-aid
- Sink
- Clean towel or cotton pad
- Optional: mild soap

Week 9

- An apple
- Cutting board
- Knife (adult only)
- Magnifying glass
- Ruler

Week 10

- Flashlight
- Opaque object such as a book or stuffed animal

Week 11

- 6 cotton swabs
- Washable red, blue, and yellow paint
- Paper
- Plastic tablecloth

Week 12

- An assortment of objects that are of small, medium, and large sizes

Week 14

- A flower
- Ruler
- Magnifying glass

Week 15

- Pitcher or container of water
- Clear glass cup
- Water
- Coffee maker or tea kettle
- Coffee mug
- Ice cubes

Week 16

- Your favorite cookie recipe
- Ingredients and supplies for recipe

Week 17

- Stuffed animal, baby doll, or action figure

Week 18

- Glue stick
- Construction paper
- Packet of seeds (flowers, herbs, etc.)
- Potting soil
- Small pot

Week 20

- Construction paper
- Scissors
- Googly eyes
- Glue
- Craft feathers
- 2 paper plates
- Stapler
- Crayons or markers
- Hole punch
- Yarn

Week 21

- Construction paper
- Glue stick
- Pencil
- Scissors
- Googly eye
- Popsicle stick
- Optional: glitter glue or craft gems

Week 22

- Glue
- Clothespin

Week 23

- Ziploc® sandwich bag
- Large bowl filled with ice water
- ½ to 1 cup butter or shortening
- Dish soap

Week 25

- Paint
- Paintbrush
- Paper plate
- Glue
- Scissors

Week 26

- Glue stick
- Scissors

Week 28

- Blue construction paper
- Crayons
- Cotton balls
- Glue
- Blue paint
- Cotton swab
- Tablecloth

Week 29

- Paper plate
- Yellow or orange paint
- Paintbrush
- Scissors
- Yellow or orange construction paper
- Tablecloth

Week 30

- White, blue, black, and orange construction paper
- Pencil
- Yarn
- Scissors
- Glue stick
- Googly eyes
- Optional: cotton balls or white glitter glue

Week 31

- Globe or ball
- Flashlight
- Dark room

Week 32

- Black construction paper
- Pencil
- Gray paint
- Paper plate
- Tinfoil
- White or silver glitter glue
- Tablecloth
- Scissors
- Brad fasteners

Week 33

- A pumice stone
- Magnifying glass
- Salt

Week 34

- Plate
- Chocolate chip cookie
- Toothpick or chopstick
- Paintbrush

Week 35

- Play-Doh®

First Quarter Schedule

Date	Day	Assignment	Due Date	✓
Week 1	 Day	Read and complete Day 1 • All About Me • Pages 13–14		
	 Day	Read and complete Day 2 • All About Me • Pages 15–16		
Week 2	 Day	Read and complete Day 1 • Things I Can Taste • Pages 17–19		
	 Day	Read and complete Day 2 • Things I Can Taste • Page 20		
Week 3	 Day	Read and complete Day 1 • Things I Can Hear • Pages 21–22		
	 Day	Read and complete Day 2 • Things I Can Hear • Pages 23–24		
Week 4	 Day	Read and complete Day 1 • Things I Can Feel • Pages 25–26		
	 Day	Read and complete Day 2 • Things I Can Feel • Pages 27–28		
Week 5	 Day	Read and complete Day 1 • Things I Can Smell • Pages 29–30		
	 Day	Read and complete Day 2 • Things I Can Smell • Pages 31–32		
Week 6	 Day	Read and complete Day 1 • Things I Can See • Pages 33–34		
	 Day	Read and complete Day 2 • Things I Can See • Pages 35–36		
Week 7	 Day	Read and complete Day 1 • Taking Care of Me 1 • Pages 37–38		
	 Day	Read and complete Day 2 • Taking Care of Me 1 • Pages 39–40		
Week 8	 Day	Read and complete Day 1 • Taking Care of Me 2 • Pages 41–42		
	 Day	Read and complete Day 2 • Taking Care of Me 2 • Pages 43–44		
Week 9	 Day	Read and complete Day 1 • Tools We Use in Science • Pages 45–46		
	 Day	Read and complete Day 2 • Tools We Use in Science • Pages 47–48		



Second Quarter Schedule

Date	Day	Assignment	Due Date	✓
Week 10	Day	Read and complete Day 1 • Light and Shadows • Pages 49–50		
	Day	Read and complete Day 2 • Light and Shadows • Pages 51–52		
Week 11	Day	Read and complete Day 1 • Primary and Secondary Colors Pages 53–54		
	Day	Read and complete Day 2 • Primary and Secondary Colors Pages 55–56		
Week 12	Day	Read and complete Day 1 • Size • Pages 57–58		
	Day	Read and complete Day 2 • Size • Pages 59–60		
Week 13	Day	Read and complete Day 1 • Shape • Pages 61–62		
	Day	Read and complete Day 2 • Shape • Pages 63–64		
Week 14	Day	Read and complete Day 1 • Exploring My World • Pages 65–67		
	Day	Read and complete Day 2 • Exploring My World • Page 68		
Week 15	Day	Read and complete Day 1 • Water • Pages 69–70		
	Day	Read and complete Day 2 • Water • Pages 71–72		
Week 16	Day	Read and complete Day 1 • Heat • Pages 73–74		
	Day	Read and complete Day 2 • Heat • Pages 75–76		
Week 17	Day	Read and complete Day 1 • Living and Non-Living • Pages 77–78		
	Day	Read and complete Day 2 • Living and Non-Living • Pages 79–80		
Week 18	Day	Read and complete Day 1 • Plants • Pages 81–83		
	Day	Read and complete Day 2 • Plants • Pages 85–86		



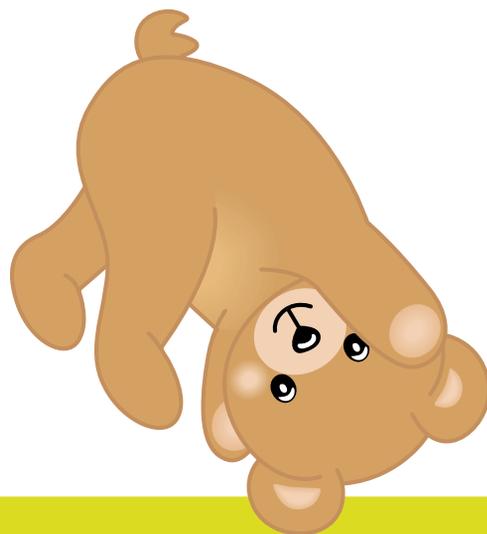
Third Quarter Schedule

Date	Day	Assignment	Due Date	✓
Week 19	Day	Read and complete Day 1 • Trees • Pages 87–88		
	Day	Read and complete Day 2 • Trees • Pages 89–90		
Week 20	Day	Read and complete Day 1 • Birds • Pages 91–93		
	Day	Read and complete Day 2 • Birds • Page 94		
Week 21	Day	Read and complete Day 1 • Fish • Pages 95–96		
	Day	Read and complete Day 2 • Fish • Pages 97–98		
Week 22	Day	Read and complete Day 1 • Sharks • Pages 99–100		
	Day	Read and complete Day 2 • Sharks • Pages 101–102		
Week 23	Day	Read and complete Day 1 • Whales and Dolphins • Pages 103–104		
	Day	Read and complete Day 2 • Whales and Dolphins • Pages 105–106		
Week 24	Day	Read and complete Day 1 • Animals • Pages 107–109		
	Day	Read and complete Day 2 • Animals • Pages 110–112		
Week 25	Day	Read and complete Day 1 • Reptiles • Pages 113–115		
	Day	Read and complete Day 2 • Reptiles • Pages 117–118		
Week 26	Day	Read and complete Day 1 • Habitats • Pages 119–120		
	Day	Read and complete Day 2 • Habitats • Pages 121–123		
Week 27	Day	Read and complete Day 1 • Caring for the World Around Us Pages 125–126		
	Day	Read and complete Day 2 • Caring for the World Around Us Pages 127–128		



Fourth Quarter Schedule

Date	Day	Assignment	Due Date	✓
Week 28	Day	Read and complete Day 1 • The Weather • Pages 129–130		
	Day	Read and complete Day 2 • The Weather • Pages 131–132		
Week 29	Day	Read and complete Day 1 • Spring & Summer • Pages 133–134		
	Day	Read and complete Day 2 • Spring & Summer • Pages 135–136		
Week 30	Day	Read and complete Day 1 • Fall & Winter • Pages 137–138		
	Day	Read and complete Day 2 • Fall & Winter • Pages 139–140		
Week 31	Day	Read and complete Day 1 • Daytime • Pages 141–142		
	Day	Read and complete Day 2 • Daytime • Pages 143–144		
Week 32	Day	Read and complete Day 1 • Nighttime • Pages 145–147		
	Day	Read and complete Day 2 • Nighttime • Pages 148–149		
Week 33	Day	Read and complete Day 1 • Rocks & Minerals • Pages 151–152		
	Day	Read and complete Day 2 • Rocks & Minerals • Pages 153–154		
Week 34	Day	Read and complete Day 1 • Fossils • Pages 155–157		
	Day	Read and complete Day 2 • Fossils • Page 158		
Week 35	Day	Read and complete Day 1 • Dinosaurs • Pages 159–160		
	Day	Read and complete Day 2 • Dinosaurs • Pages 161–162		
Week 36	Day	Read and complete Day 1 • Conclusion • Pages 163–164		
	Day	Read and complete Day 2 • Conclusion • Page 165		



All About Me

Day

The Adventures of Gideon and Mr. Snuggly

Hello, friend! My name is Gideon, and this is my teddy bear, Mr. Snuggly. Mr. Snuggly has been my favorite teddy bear ever since I was a baby. I'm a lot bigger now, but he still comes with me everywhere I go. We go on a lot of adventures together! I'm getting ready to start a new adventure: exploring the world God made around me. Would you like to join the adventure?

When I grow up, I want to be a scientist. A scientist explores the world God made. Scientists can study things like rocks, animals, the ocean, the sun, moon, stars, machines, and so much more. There is a lot we can learn together; let's get started!



Welcome to our science adventure! We're going to explore the world around us, and we will have a lot of fun together. Let's begin by learning more about you!

Scientists ask many questions to help them learn about the world around them. As we begin our adventure, my first question is: Who made you? When we have a question, we can look in the Bible for an answer. The Bible is God's Word to us.

Let's read Psalm 139:13–14 from the Bible. As I read, remember that when these verses say "you," they are talking about God. Ready? See if you can hear the answer to the question, "Who made you?" as I read:

You created the deepest parts of my being. You put me together inside my mother's body. How you made me is amazing and wonderful. I praise you for that. What you have done is wonderful. I know that very well.

Did you hear the answer? Who made you? God made you!

God gave you the color of your eyes and hair, the shape of your nose and ears, your smile, your giggle, and everything that makes you, you. God made you unique, there isn't anyone else just like you. Let's look at the way God made you unique today.



Teacher tip: You may write the answers and have the student trace them with a pencil or highlighter if the student isn't writing well at this stage.

All about you! Write the answers. Then use a crayon to color the box in with your eye and hair color.

My name is: _____

I am _____ years old.

My eyes are this color:

My hair is this color:



In our last lesson, we learned that God created you. Did you know that God also knows you? In Psalm 139:1–4, it says,

LORD, you have seen what is in my heart. You know all about me. You know when I sit down and when I get up. You know what I'm thinking even though you are far away. You know when I go out to work and when I come back home. You know exactly how I live. LORD, even before I speak a word, you know all about it.

Isn't that amazing? God created you, and He knows all about you. God made you unique for a special purpose, to bring Him glory and praise. God gave you special talents and interests. When you follow God, He can use your special talents and interests to show the people around you more about Him. Maybe you love to sing, or color, or tell jokes that make people laugh. What is one of your special talents?



Teacher tip: If your student can't think of a special talent themselves, point out something they are good at. Talk about ways they can use their talent in the future.

God created each of us with different special talents and things we like to do. God can use our abilities in lots of different jobs. What kind of job do you think you would like to have when you grow up?

Teacher tip: If your student is uncertain, you can discuss different jobs they may be good at. You can also share what you wanted to be as a child, what you are now, and how God has used you in that position.

name _____

Draw a picture of what you would like to be when you grow up.



Tools We Use in Science

Day

The Adventures of Gideon and Mr. Snuggly

I'm glad you're here, friend! I have my magnifying glass in my hand, and I'm going to use it to look closely at a leaf. A magnifying glass makes things look bigger, which helps us to see small things better. A magnifying glass is one tool we can use to help us study science. I feel like a real scientist when I use my magnifying glass to explore creation!



Did you know that there are many tools scientists use to study the world around them? Let's learn more about the tools we use to explore the world God made!

Science helps us to explore the world that God made and learn more about Him. There are many tools we can use to explore, observe, examine, and measure things around us as we study science.

Did you know that our five senses are tools we can use as we explore science? They are! We use our eyes to carefully observe and examine what we can see. We use our ears to listen to things around us. Our hands and our sense of touch help us explore and feel things. We can use our nose to smell things as we learn — and sometimes, we can even taste things we are learning about!

Apple



Cutting board



Knife (adult only)



Weekly materials list



Our five senses are very helpful science tools. Let's use our five senses today to help us learn more about an apple.

Activity directions:

1. Give your student the apple.

- What does it feel like? Is it smooth or rough? Big or small? Hard or soft?
- What color is the apple?
- What does it smell like?
- How many seeds do you think are inside the apple?

Let's continue examining this apple. I'm going to cut it into slices, and we'll count the seeds. Listen carefully as I cut the apple — what do you hear? Can you describe the sound to me?

2. Carefully slice the apple and remove the seeds. Count them with your student.

Are there more or less seeds than you thought there would be?

3. Give the slices to your student.

- What does the inside of the apple feel like?
- What does it smell like?
- What color is the inside of the apple? Is it a different color than the outside?
- What does the apple taste like? Is it sweet or sour?
- Does it feel hard or soft when you take a bite?
- What did you learn about the apple?





name

Wasn't it fun to explore the apple as we used our five senses to learn more about it? We can study science through our five senses, but there are many other helpful tools we can use as well. Let's talk about other science tools today.

materials needed

- Magnifying glass
- Ruler

We can look through a magnifying glass to help us see small things better. A magnifying glass makes things appear bigger to our eyes. We can use a magnifying glass to look closely at a leaf, flower, or insect. A magnifying glass can help us see things that our eyes have a hard time seeing all by themselves.

Sometimes we need to measure things as we explore science. There are several tools that can measure different things. A ruler can measure how long or short something is. A thermometer measures the temperature, or how cold or hot it is. A scale can help us measure how much something weighs.

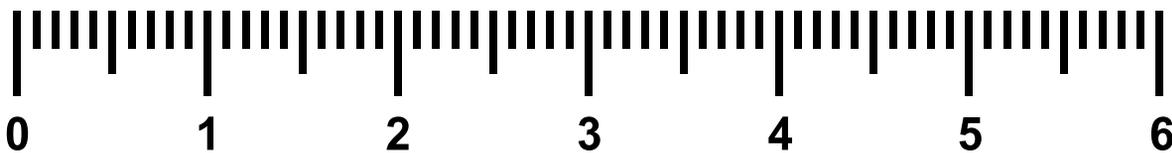
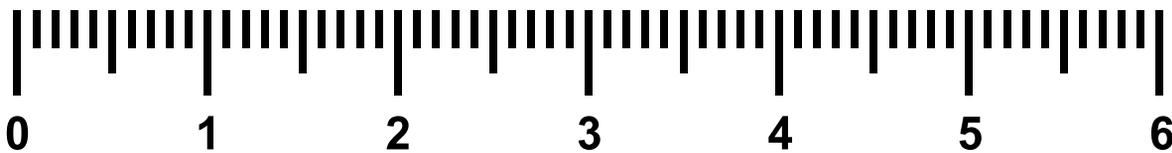
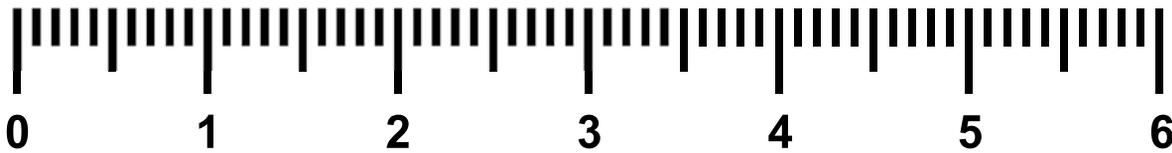


Other helpful science tools are crayons, pencils, markers, and paper. As scientists study the world, they write down or draw the things they've learned about. This helps them to share what they've learned with others! As you explore the world around you, you can draw the things you see and share them with others too.

Oh, no! The letters on our worksheet are too small. Use your magnifying glass to help you see the letters. Can you tell me what letters you see?

A B C D E

Measure each creature below with the ruler. Then circle the one that is the longest.



Plants

Day

The Adventures of Gideon and Mr. Snuggly

Hello there! I'm getting ready to go outside and help Mom in her garden. My mom has many different plants in her garden. There are beautiful flowers, long vines, and vegetable plants! I like to smell the pretty flowers in her garden. Once the vegetables are ripe, we get to pick and eat them! The sugar snap peas are my favorite ones to eat.

Today, we need to pull the weeds out of her garden. Weeds are plants growing somewhere that they don't belong. When we pull out the weeds, it helps the other plants in the garden grow well. Mom

is also going to teach me more about plants as we work. Would you like to join us? I'll go get Mr. Snuggly, and then we'll get to work!



- Glue stick
- Construction paper
- Packet of seeds (flowers, herbs, etc.)
- Potting soil
- Small pot

Weekly materials list

God created many different kinds of plants. Do you know what day of creation God created plants on? Let's read from the Bible to find out! Listen carefully for the answer as I read.

Teacher tip: Emphasize the last sentence in the passage.

Then God said, 'Let the land produce plants. Let them produce their own seeds. And let there be trees on the land that grow fruit with seeds in

it. Let each kind of plant or tree have its own kind of seeds.' And that's exactly what happened. So the land produced plants. Each kind of plant had its own kind of seeds. And the land produced trees that grew fruit with seeds in it. Each kind of tree had its own kind of seeds. God saw that it was good. There was evening, and there was morning. It was day three (Genesis 1:11-13).



Did you hear the answer to our question? God created plants on day three! Some plants are large, and others are quite small. Some plants have beautiful flowers and designs, but others are plain. While plants can look quite different from each other, they all have similar parts. Let's learn the basic parts of a plant together!

We'll start with the first part. We usually cannot see this part because it is under the soil. Plants have roots that grow down into the soil. Roots help to hold the plant in place during wind and rain. That is an important job! Roots also draw water and nutrients into the plant from the soil. Plants need water and nutrients in order to live and grow.

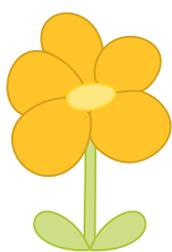
The second part of a plant is the stem. Roots carry water and nutrients to the plant's stem. The stem helps to hold the plant up tall and strong, and it also carries water and nutrients through the plant. Can you think of anything that might be attached to the stem?

Teacher tip: Allow student to answer.

Many plants have leaves attached to the stem. Leaves are the third part of a plant. Leaves absorb air and sunlight and use them to create food for the plant. Plants need air and sunlight in order to grow and live.



Some plants also have flowers. A plant may have one flower at the top of the stem, or it may have many flowers. Flowers can be big or small, brightly colored or plain. Some flowers have a very nice smell; others can be stinky! Flowers are important because they help plants create seeds. We'll talk more about seeds next time!



This plant is all broken apart! Cut out the pieces and then glue the pieces back together in the right order on a piece of construction paper. Remember, the roots grow from the bottom and hold the plant in the soil. The stem grows above the roots, leaves grow from the stem, and the flower grows at the top.



Page blank for cutting purposes.



name _____

We learned the basic parts of a plant last time. Wasn't that fun? The roots, stem, leaves, and even flowers all work together so that the plant can grow strong and healthy.

Flowers are an important part of many plants because flowers make seeds. New plants grow from seeds.

materials needed

- Packet of seeds (flowers, herbs, etc.)
- Potting soil
- Small pot

Animals, birds, and the wind help to spread seeds. This helps new plants to grow in different places. Seeds need dirt, water, and sunlight in order to grow. People can gather seeds and use them to plant new flowers, fruits, trees, and vegetables.

We can also plant seeds of our own and watch the new plant grow slowly. Let's plant some seeds today!



Activity directions:

1. Help your student plant the seeds according to the package's directions.
2. Place the pot where it will receive some sunlight.
3. Help your student care for the seeds and watch as they grow.



Caring for the World Around Us

Day

The Adventures of Gideon and Mr. Snuggly

Hello! I'm getting ready to leave with my mom. There was a wind storm earlier this week, and the strong wind blew some garbage around our neighborhood. We're going to help our neighbors clean things up. I'm wearing my yellow rubber gloves on my hands to protect them, and I have a garbage bag to put garbage into.

The wind also knocked down a lot of branches and twigs from the trees. We're going to work together with our neighbors to clean them all up. Then tonight, we'll have a bonfire together! I hope we can make some yummy s'mores.

My mom told me this is one way we can help care for God's creation. I wonder what else we can do to care for the world around us? Hmm, let's talk about it!



God created the animals, as well as the first man and woman on the sixth day of creation. The first man's name was Adam, and the first woman's name was Eve. Let's read about how God created them in Genesis 1:26–28:

Then God said, "Let us make human beings so that they are like us. Let them rule over the fish in the seas and the birds in the sky. Let them rule over the livestock and all the wild animals. And let them rule over all the creatures that move along the ground."

So God created human beings in his own likeness.

He created them to be like himself.

He created them as male and female.

God blessed them. He said to them, “Have children so that there will be many of you. Fill the earth and bring it under your control. Rule over the fish in the seas and the birds in the sky. Rule over every living creature that moves along the ground.”

God created the first two people, and He gave them a very big job: to rule over His creation. To rule means to be in charge of something and to take care of things. God gave people the job of taking care of creation.

There are many ways we can help take care of God’s creation. First, we want to take good care of the things God has given us. We can take good care of the place where we live, our clothes, and our toys. Can you think of a way you can help take good care of these things?

Teacher tip: Allow student to answer.

When we take care of the little things we’ve been given, like our clothes and toys, it teaches us how to care for bigger things in God’s creation too. We’ll talk more about other ways we can help to care for God’s creation in our next adventure!

Cleaning our room is one way we can care for the things God has given us. Draw a picture of your room.





name _____

God gave people the job of caring for His creation. We want to take good care of the world around us.

One way we can care for the world around us is by making sure we take care of our garbage. When garbage isn't where it belongs, it can hurt plants and animals. When we put our garbage where it belongs, we help to keep the plants and animals around us healthy.



Sometimes, we are able to care for plants inside the house or in a garden. We can make sure the plants have water and pull weeds out of the garden.

Animals can be cared for too when they are pets. Do you know anyone with a pet? How do they take care of their pet?

Teacher tip: Allow student to answer both questions. Offer guidance as needed. You may mention feeding, cleaning up after, brushing, etc. If you or no one the student knows has pets, talk about how animals at a zoo are cared for.

God created many resources we can use, like food, water, and energy. We can also care for God's creation by being careful not to waste these things. We can turn off faucets when we are done washing our hands or brushing our teeth, turn off lights when we leave the room, and enjoy good food.

No matter how big or small we are, we can all help to take care of the world God made!

Optional activity:

Plan a time to help clean up your yard, a neighbor's yard, or a neighborhood park. This could involve picking up sticks or plant debris, weeding a garden, or picking up garbage. Be sure to wear rubber gloves for picking up garbage.

Oh no! This garbage was blown out of the garbage can.
Trace the paths to put it back where it goes.



Dinosaurs

Day

The Adventures of Gideon and Mr. Snuggly

Rawr! Oh, I mean hello, friend! I'm pretending that Mr. Snuggly and I are dinosaurs today. What kind of dinosaur do you think I am pretending to be? I'm pretending to be my favorite dinosaur, the huge brachiosaurus!

The brachiosaurus had four long legs, along with a long tail and a long neck. Dad told me that the brachiosaurus could grow to be as long as the blue whale! Can you imagine what it might have been like to see one of these creatures outside of your house? Hey, that gives me an idea — let's talk about dinosaurs today!



Dinosaurs were amazing creatures that God created on the sixth day of creation. God created all the land animals on the sixth day of creation, as well as the first two people on the earth! Their names were Adam and Eve. God gave Adam the job of naming all the living creatures. Adam would have named the dinosaurs that God created. What do you think that would have been like?

Teacher tip: Allow student to answer.

We read in the Bible that God's original creation was perfect. All living things — including lions, bears, and even dinosaurs — were friendly.

Play-Doh®



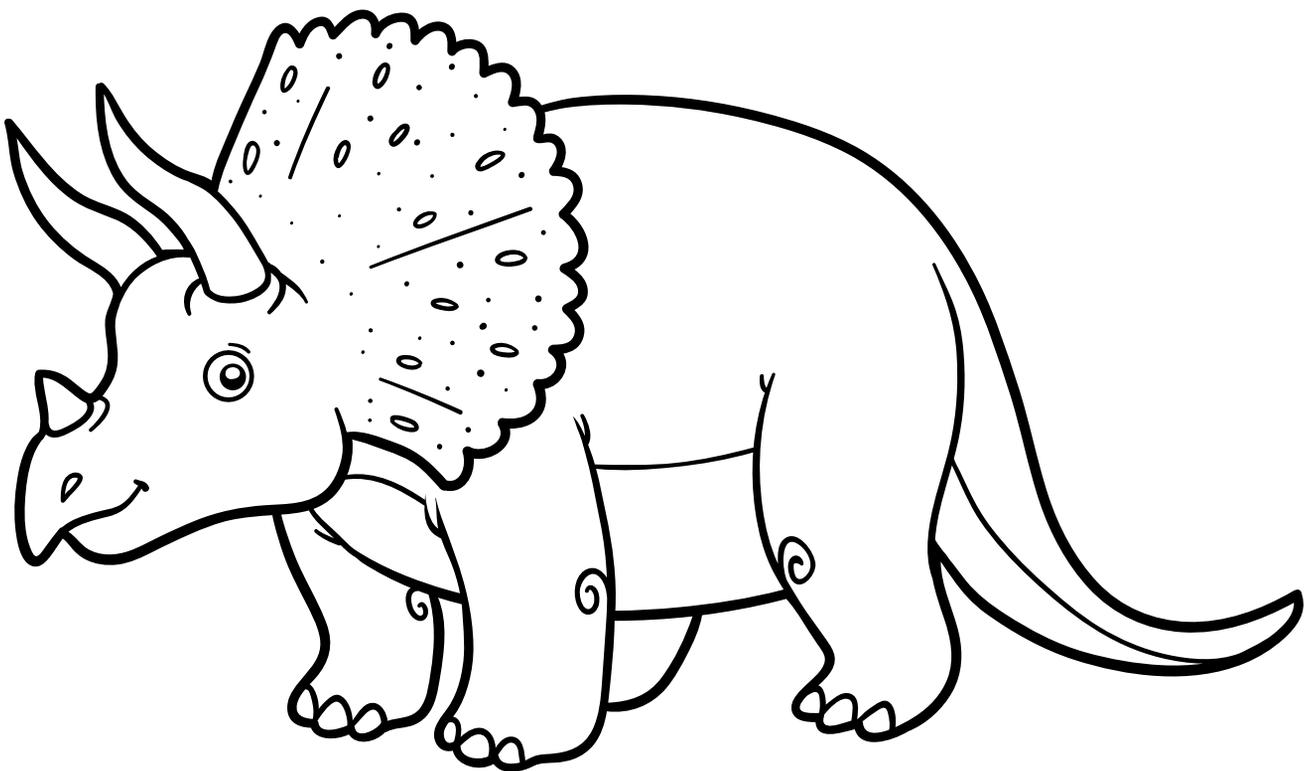
Weekly materials list

They did not hurt each other. The Bible tells us that God created all living things to eat fruits and vegetables. Even the tyrannosaurus rex with its sharp, long teeth would have used them to chomp on yummy fruits and vegetables!

But it didn't stay that way for long. God gave Adam and Eve directions, but they chose not to obey God's directions. When we do not obey God's directions, it is called sin. Sin broke God's creation — things could no longer be perfect. After sin, sad things began to happen, and some animals like lions, bears, and dinosaurs were no longer friendly as God had created them to be.

Sin is the reason sad things happen in God's creation. But the saddest of all is that sin separates us from God. Thankfully, that isn't the end of the story, though! We're going to talk about the rest of the story soon.

**Color this picture of the triceratops.
What would you have named it?**





name _____

God created many different kinds of dinosaurs. Some kinds were much smaller than you, while others were very tall and mighty creatures. But we don't see dinosaurs alive today — so how do we know about them? We know about dinosaurs through fossils!

materials needed

Play-Doh®

The Bible tells us about a Flood that covered the whole world in water. God warned a man named Noah that the Flood was coming. God told Noah to build a large boat called an ark. The Ark would protect Noah and his family, as well as two of each kind of animal and bird. Noah followed God and did everything God had told him to do.

Then, just as God said it would, the Flood covered the earth. Though some dinosaurs would have been safe inside Noah's Ark, dinosaurs that were not inside the Ark died in the Flood. These dinosaurs were quickly covered up in sand, dirt, rocks, and water. When that happens, a fossil can be created.

Many dinosaurs were fossilized because of the great Flood. After the Flood, Noah and his family, along with all the animals, dinosaurs, and birds, left the Ark. But the world was different now, and it was much harder for some creatures, like the dinosaurs, to survive. Over time, the very last one of some creatures, like the dinosaurs, died. Remember, when an animal kind is no longer living on the earth, we say they are extinct.

Though dinosaurs are extinct now, paleontologists find their fossils. Paleontologists carefully dig up the fossils so that we can learn about



what dinosaurs looked like. Sometimes, we can see the fossils of a dinosaur, like an allosaurus, at a museum. The allosaurus stood on two legs and was much taller than a person. It had two small arms and a big head with sharp teeth.



The mighty allosaurus, like every kind of dinosaur, was created by God. Dinosaur fossils show us evidence that these amazing creatures once lived, and they remind us that sin caused sad things to happen in God's creation.

If you could create a dinosaur, what would it be like? Where would it live and what would it eat? Create your own kind of dinosaur using Play-Doh®. You can also draw your dinosaur below — and don't forget to give it a name!

My dinosaur's name

Teacher tip: You can write the name of the student's dinosaur and allow them to trace it.





Tear out for Science Notebook

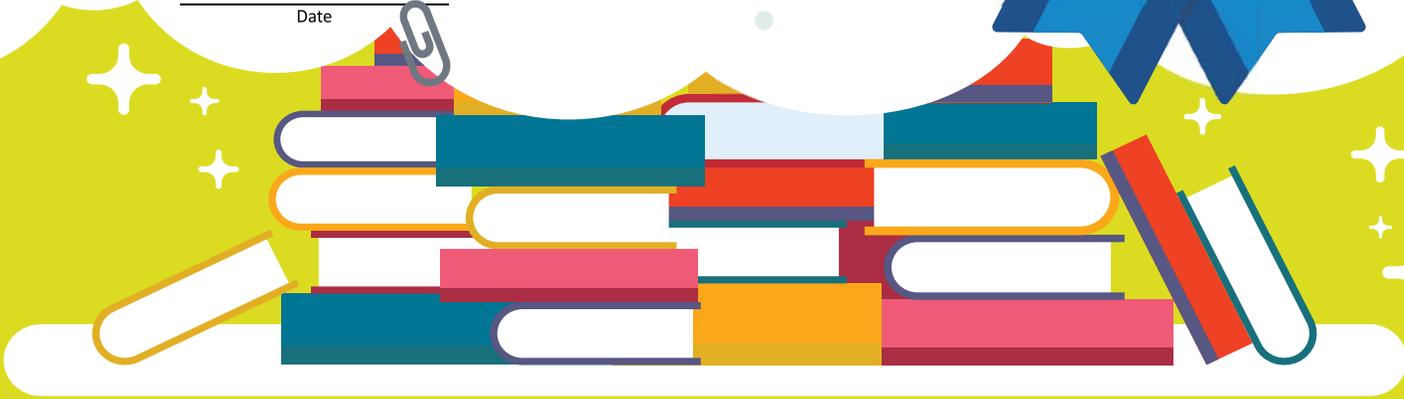
Certified Junior Science Explorer



name

Signature

Date



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