

God Made **THE WORLD**

WORKBOOK

EDITORS

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Generations
PASSING ON THE FAITH

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FOR THE PARENT AND TEACHER

This course is intended to produce a paradigm shift in the way that this generation of Christian children understand science. Differing worldviews must yield radically different approaches to science. The method of study, the purpose for the study, and the content of the study will vary greatly. A biblical worldview perspective of science always puts God at the center. God is personal, and He is the source of all of this Creation. His fingerprints are all over this wide world. All knowledge of His creation will inevitably, constantly reveal His power and glory, unless great pains are taken to willfully and continually suppress it. Thus, the reader should find this course always delighting in the revelation of God's genius wisdom, power, and goodness, everywhere manifest. Indeed, the purpose of science is to enjoy God in the context of His creation, and praise Him for His marvelous works!

The study of science is deeply personal, because it is revelatory of the personality of God. These are not random accidents in a chance universe! These are all the careful design of a personal, loving, wise, and all-powerful Creator. We want the student fully engaged, rejoicing, delighting, praising God, and thanking Him for the awesomeness and manifold blessings of His creation!

Throughout, we will glory in the incomparable wisdom of God! It is in effervescent delight that we inform the student of the bounds of human knowledge in respect to the atom, nature's forces, the nature of light, the black hole, and a hundred other mysteries of the universe. We are not afraid to say that we can't explain this or that. We cheerfully let the student know that the greatest scientists in the world cannot comprehend the deep mysteries of God's wisdom in this creation. We fall on our faces in awe-filled worship. This is the only way to avoid the academic pride, the scientific hubris, and the lack of the fear of God that has ruined science and education in a humanist age.

This course also provides extensive devotional reading from Scripture throughout, since all Christian education must retain the Word of God as "a frontlet" before our eyes and our children's eyes (Deuteronomy 6:7-9). We offer many opportunities for prayer and the singing of

praise. These elements are core to a Christian view of science. As the teacher/parent disciplines the child in the study of God's creation, we hope and pray that the student will form a Godward view of science and all of life.

If education will be truly effective, the student must be constantly made aware of the vital purpose of this study. Hardly a page of the text should go by without the student realizing the high significance and purpose of the study. For the Christian the purpose of science is absolutely clear. It is for praise and worship, and for taking right dominion as good stewards over God's world. We will glory in His nature and His works, and we seek to fulfill our role in ruling over the natural world (as the Lord commanded man to do at the beginning).

If there is a clear integration of praise and life application on every page, the material will be much better retained. Perpetually spewing out disconnected and purposeless facts into a child's brain does little for retention. When science instruction is given meaning and purpose on every page of the text, in every minute of the class, the student will be much more likely retain the material and apply it in a meaningful way in his life.

The "Do" sections contained at the end of each chapter are not intended to serve as the typical "laboratory" experience or hypothetical exercises. Rather, these are intended to serve as real life application for the science conveyed in the chapter. We want the students to actually practice the science they learn for the real benefit of their family, their community, and their personal economy. Although many of the practical projects suggested are simple and easy, we would recommend taking on only one major project for the academic year. Teacher and parent involvement is highly recommended for these projects.

For 5th-7th grade level students, Generations here introduces a biblical worldview into basic astronomy, chemistry, and physics in the most winsome way possible. Captured in this introduction to science are the most amazing facts and the most interesting facets of God's creation. Efforts are made to explain difficult concepts at a 10-12 year old level, without losing the substance of the scientific meaning. It was our goal that not a paragraph be uninteresting, vague, or too difficult.

The text introduces naturally-occurring, providential events such as earthquakes, volcanoes, tornadoes, and hurricanes. Yet, the goal was always to point the students back to our sovereign God in right reverence and worship. Then we offered helpful, relevant, and interesting life (and spiritual) applications for each disastrous scenario—preparing each young student to respond rightly (in faith, wisdom, and faithful stewardship) to these acts of God.

THIS STUDENT WORKBOOK INCLUDES:

1. Lesson Schedule
2. Comprehension Questions
3. Scripture Memory Exercises
4. Spiritual Life Application
5. Special Science Projects
6. Answer Key

COURSE OBJECTIVES

This course is dedicated to the glory of God and to the preeminence of the Lord Jesus Christ in all things. The essential objectives for the course must therefore be:

1. That all who study this course would give God the glory for His sovereignty, His power, His goodness, His wisdom, His judgments, and His mercy.
2. That our children would realize that Jesus Christ is the Creator of all things and by Him all things consist.
3. That our children would recognize that Jesus is right now ruling as King of kings and Lord of lords.
4. That our children would immediately realize the purpose for science on every page and in every lesson — to glorify God and to wisely and obediently take dominion of the earth.
5. That our children will learn to life-integrate the knowledge they obtain of God's world.
6. That our children would know Scripture better and see its amazing relevance to every part of life (including science), especially as the many Scripture references are read and meditated upon throughout the duration of this course.
7. That our children would learn to be more grateful and more ready to give God the praise and the glory for His goodness to us.

TEACHING METHOD

In order for this course to have maximum effect, the teacher/parent should:

1. Realize the joy and excitement of exploring God’s world
2. Love God
3. Seek to learn more of the awesomeness of God manifested in His creative work, and share that enthusiasm with the children
4. Accept the obligation to follow through on knowledge by real life application

This curriculum and lesson schedule is laid out in a carefully designed manner, such that the lesson culminates in praise and practical life application. The following presents the order of the learning process:

1. Read the material.
2. Pray, sing, and worship God.
3. Watch excellently-produced videos to better understand the material.
4. Answer study questions and review Bible passages.
5. Make spiritual life application.
6. Observe through special science projects.
7. Take dominion, using the “Do” projects contained in the textbook.

The parent/teacher may consider reading the material out loud. The text is designed to be engaging to children of all ages as well as adults.

LESSON SCHEDULE

The lesson schedule is provided as a suggestion—teachers/parents and students may adapt the schedule to suit their needs. The lesson schedule is based on a 36-week school year divided into two semesters.

COMPLETING CHAPTER ASSIGNMENTS

While reading the text, the student should carefully consider all of the Scriptures provided. The Scriptures provide the most essential elements of knowledge by which we understand God's world.

The key terms are emboldened in green. The students should pay close attention to these as they will be referred to in the study questions and exam. Upon completion of reading, students may complete the chapter assignments open-book.

GRADING CHAPTER ASSIGNMENTS

The teacher/parent may determine for themselves how they would grade the assignments.

The following is recommended:

The Comprehension Questions and the Scripture Memory Exercises are best suited for grading. Provide one point for each of these questions and exercises. For each chapter assignment, divide total number of questions answered correctly with the total number of questions possible to calculate the percentage.

For example, if 8 out of 11 questions were correct, then the percentage grade for that assignment will be 72%.

$$8 / 11 = 72\%$$

If the student receives less than 90% correct answers, it is highly recommended that he/she re-read the chapter and make corrections for the questions missed.

GRADING PROJECTS

It is recommended that the projects be graded on the basis of completion or participation. If the student completed the project, he gets 100% for that project. If he left the project only half complete, he gets 0% for that project. If the student completes 14 out of 16 of the projects assigned, the student's score is $14/16 = 87.5\%$

FINAL COURSE GRADE VALUES

To calculate the final course grade the parent/teacher may use the following recommended weighted score:

Completion of projects — 50%

Study Questions/Scripture Exercises — 50%

The following may be used for grade values when grading chapter assignments, exams, or projects:

- 90-100% = A
- 80-89% = B
- 70-79% = C
- 60-69% = D
- 0-59% = F

The Generations Curriculum Team

July 2020, AD

First Semester Suggested Daily Schedule

Date	Day	Assignment	Due Date	✓	Grade
<i>First Semester – First Quarter</i>					
Week 1	1	Chapter 1, Lesson 1, Worksheet A			
	2	Chapter 1, Lesson 1, Worksheet B			
	3	Chapter 1, Lesson 1, Worksheet C			
	4	Chapter 1, Lesson 1, Worksheet D			
	5	Flex Day			
Week 2	1	Chapter 1, Lesson 2, Worksheet A			
	2	Chapter 1, Lesson 2, Worksheet B			
	3	Chapter 1, Lesson 2, Worksheet C			
	4	Chapter 1, Lesson 2, Worksheet D			
	5	Flex Day			
Week 3	1	Chapter 2, Lesson 1, Worksheet A			
	2	Chapter 2, Lesson 1, Worksheet B			
	3	Chapter 2, Lesson 1, Worksheet C			
	4	Chapter 2, Lesson 1, Worksheet D			
	5	Flex Day			
Week 4	1	Chapter 2, Lesson 2, Worksheet A			
	2	Chapter 2, Lesson 2, Worksheet B			
	3	Chapter 2, Lesson 2, Worksheet C			
	4	Chapter 2, Lesson 2, Worksheet D			
	5	Flex Day			
Week 5	1	Chapter 2, Lesson 3, Worksheet A			
	2	Chapter 2, Lesson 3, Worksheet B			
	3	Chapter 2, Lesson 3, Worksheet C			
	4	Chapter 2, Lesson 3, Worksheet D			
	5	Flex Day			

Date	Day	Assignment	Due Date	✓	Grade
Week 6	1	Chapter 2, Lesson 4, Worksheet A			
	2	Chapter 2, Lesson 4, Worksheet B			
	3	Chapter 2, Lesson 4, Worksheet C			
	4	Chapter 2, Lesson 4, Worksheet D			
	5	Flex Day			
Week 7	1	Chapter 3, Lesson 1, Worksheet A			
	2	Chapter 3, Lesson 1, Worksheet B			
	3	Chapter 3, Lesson 1, Worksheet C			
	4	Chapter 3, Lesson 1, Worksheet D			
	5	Flex Day			
Week 8	1	Chapter 3, Lesson 2, Worksheet A			
	2	Chapter 3, Lesson 2, Worksheet B			
	3	Chapter 3, Lesson 2, Worksheet C			
	4	Chapter 3, Lesson 2, Worksheet D			
	5	Flex Day			
Week 9	1	Chapter 3, Lesson 3, Worksheet A			
	2	Chapter 3, Lesson 3, Worksheet B			
	3	Chapter 3, Lesson 3, Worksheet C			
	4	Chapter 3, Lesson 3, Worksheet D			
	5	Flex Day			

Date	Day	Assignment	Due Date	✓	Grade
<i>First Semester – Second Quarter</i>					
Week 10	1	Chapter 3, Lesson 4, Worksheet A			
	2	Chapter 3, Lesson 4, Worksheet B			
	3	Chapter 3, Lesson 4, Worksheet C			
	4	Chapter 3, Lesson 4, Worksheet D			
	5	Flex Day			
Week 11	1	Chapter 4, Lesson 1, Worksheet A			
	2	Chapter 4, Lesson 1, Worksheet B			
	3	Chapter 4, Lesson 1, Worksheet C			
	4	Chapter 4, Lesson 1, Worksheet D			
	5	Flex Day			
Week 12	1	Chapter 4, Lesson 2, Worksheet A			
	2	Chapter 4, Lesson 2, Worksheet B			
	3	Chapter 4, Lesson 2, Worksheet C			
	4	Chapter 4, Lesson 2, Worksheet D			
	5	Flex Day			
Week 13	1	Chapter 4, Lesson 3, Worksheet A			
	2	Chapter 4, Lesson 3, Worksheet B			
	3	Chapter 4, Lesson 3, Worksheet C			
	4	Chapter 4, Lesson 3, Worksheet D			
	5	Flex Day			
Week 14	1	Chapter 4, Lesson 4, Worksheet A			
	2	Chapter 4, Lesson 4, Worksheet B			
	3	Chapter 4, Lesson 4, Worksheet C			
	4	Chapter 4, Lesson 4, Worksheet D			
	5	Flex Day			

Date	Day	Assignment	Due Date	✓	Grade
Week 15	1	Chapter 5, Lesson 1, Worksheet A			
	2	Chapter 5, Lesson 1, Worksheet B			
	3	Chapter 5, Lesson 1, Worksheet C			
	4	Chapter 5, Lesson 1, Worksheet D			
	5	Flex Day			
Week 16	1	Chapter 5, Lesson 2, Worksheet A			
	2	Chapter 5, Lesson 2, Worksheet B			
	3	Chapter 5, Lesson 2, Worksheet C			
	4	Chapter 5, Lesson 2, Worksheet D			
	5	Flex Day			
Week 17	1	Chapter 5, Lesson 3, Worksheet A			
	2	Chapter 5, Lesson 3, Worksheet B			
	3	Chapter 5, Lesson 3, Worksheet C			
	4	Chapter 5, Lesson 3, Worksheet D			
	5	Flex Day			
Week 18	1	Chapter 5, Lesson 4, Worksheet A			
	2	Chapter 5, Lesson 4, Worksheet B			
	3	Chapter 5, Lesson 4, Worksheet C			
	4	Chapter 5, Lesson 4, Worksheet D			
	5	Flex Day			
Mid-Term Grade					

Second Semester Suggested Daily Schedule

Date	Day	Assignment	Due Date	✓	Grade
<i>Second Semester – Third Quarter</i>					
Week 19	1	Chapter 6, Lesson 1, Worksheet A			
	2	Chapter 6, Lesson 1, Worksheet B			
	3	Chapter 6, Lesson 1, Worksheet C			
	4	Chapter 6, Lesson 1, Worksheet D			
	5	Flex Day			
Week 20	1	Chapter 6, Lesson 2, Worksheet A			
	2	Chapter 6, Lesson 2, Worksheet B			
	3	Chapter 6, Lesson 2, Worksheet C			
	4	Chapter 6, Lesson 2, Worksheet D			
	5	Flex Day			
Week 21	1	Chapter 6, Lesson 3, Worksheet A			
	2	Chapter 6, Lesson 3, Worksheet B			
	3	Chapter 6, Lesson 3, Worksheet C			
	4	Chapter 6, Lesson 3, Worksheet D			
	5	Flex Day			
Week 22	1	Chapter 6, Lesson 4, Worksheet A			
	2	Chapter 6, Lesson 4, Worksheet B			
	3	Chapter 6, Lesson 4, Worksheet C			
	4	Chapter 6, Lesson 4, Worksheet D			
	5	Flex Day			
Week 23	1	Chapter 7, Lesson 1, Worksheet A			
	2	Chapter 7, Lesson 1, Worksheet B			
	3	Chapter 7, Lesson 1, Worksheet C			
	4	Chapter 7, Lesson 1, Worksheet D			
	5	Flex Day			

Date	Day	Assignment	Due Date	✓	Grade
Week 24	1	Chapter 7, Lesson 2, Worksheet A			
	2	Chapter 7, Lesson 2, Worksheet B			
	3	Chapter 7, Lesson 2, Worksheet C			
	4	Chapter 7, Lesson 2, Worksheet D			
	5	Flex Day			
Week 25	1	Chapter 7, Lesson 3, Worksheet A			
	2	Chapter 7, Lesson 3, Worksheet B			
	3	Chapter 7, Lesson 3, Worksheet C			
	4	Chapter 7, Lesson 3, Worksheet D			
	5	Flex Day			
Week 26	1	Chapter 7, Lesson 4, Worksheet A			
	2	Chapter 7, Lesson 4, Worksheet B			
	3	Chapter 7, Lesson 4, Worksheet C			
	4	Chapter 7, Lesson 4, Worksheet D			
	5	Flex Day			
Week 27	1	Chapter 8, Lesson 1, Worksheet A			
	2	Chapter 8, Lesson 1, Worksheet B			
	3	Chapter 8, Lesson 1, Worksheet C			
	4	Chapter 8, Lesson 1, Worksheet D			
	5	Flex Day			

Date	Day	Assignment	Due Date	✓	Grade
<i>Second Semester – Fourth Quarter</i>					
Week 28	1	Chapter 8, Lesson 2, Worksheet A			
	2	Chapter 8, Lesson 2, Worksheet B			
	3	Chapter 8, Lesson 2, Worksheet C			
	4	Chapter 8, Lesson 2, Worksheet D			
	5	Flex Day			
Week 29	1	Chapter 8, Lesson 3, Worksheet A			
	2	Chapter 8, Lesson 3, Worksheet B			
	3	Chapter 8, Lesson 3, Worksheet C			
	4	Chapter 8, Lesson 3, Worksheet D			
	5	Flex Day			
Week 30	1	Chapter 8, Lesson 4, Worksheet A			
	2	Chapter 8, Lesson 4, Worksheet B			
	3	Chapter 8, Lesson 4, Worksheet C			
	4	Chapter 8, Lesson 4, Worksheet D			
	5	Flex Day			
Week 31	1	Chapter 9, Lesson 1, Worksheet A			
	2	Chapter 9, Lesson 1, Worksheet B			
	3	Chapter 9, Lesson 1, Worksheet C			
	4	Chapter 9, Lesson 1, Worksheet D			
	5	Flex Day			
Week 32	1	Chapter 9, Lesson 2, Worksheet A			
	2	Chapter 9, Lesson 2, Worksheet B			
	3	Chapter 9, Lesson 2, Worksheet C			
	4	Chapter 9, Lesson 2, Worksheet D			
	5	Flex Day			

Date	Day	Assignment	Due Date	✓	Grade
Week 33	1	Chapter 9, Lesson 3, Worksheet A			
	2	Chapter 9, Lesson 3, Worksheet B			
	3	Chapter 9, Lesson 3, Worksheet C			
	4	Chapter 9, Lesson 3, Worksheet D			
	5	Flex Day			
Week 34	1	Chapter 9, Lesson 4, Worksheet A			
	2	Chapter 9, Lesson 4, Worksheet B			
	3	Chapter 9, Lesson 4, Worksheet C			
	4	Chapter 9, Lesson 4, Worksheet D			
	5	Flex Day			
Week 35	1	Complete a more intensive "Do" project from one of the chapters			
	2	Same as above			
	3	Same as above			
	4	Same as above			
	5	Same as above			
Week 36	1	Same as above			
	2	Same as above			
	3	Same as above			
	4	Same as above			
	5	Same as above			
Final Grade					

Chapter 1

GOD'S WORKS ARE AWE-INSPIRING

WEEK 1 LESSON 1 WORKSHEET A

READ

Read pages 11-22 in the textbook and answer the questions.

SCRIPTURE MEMORY

Read the following verse out loud, copy the verse in the space below, and then recite it without looking at the text.

1. *In the beginning God created the heavens and the earth.* (Genesis 1:1)

WHAT DOES THAT MEAN?

Match each word to its definition.

- | | |
|---------------|--|
| 2. Observe | A. The act of bringing something into existence |
| 3. Creation | B. God's provision and care of something |
| 4. Providence | C. Notice something; appreciate its significance |
| 5. Delight | D. Enjoy, celebrate, take joy in something |

FILL IN THE MISSING WORD

In each sentence below, fill in the missing word with a vocabulary word from the list above.

- 6. When we have love for God, we study His works, and take _____ in them.
- 7. God's _____ shows us something of His great power and wisdom.
- 8. The Christian student will _____ God's amazing world and praise Him for it.
- 9. God takes care of our world through His works of _____.

SPIRITUAL LIFE APPLICATION

10. Write a sentence about how God takes care of you, by His works of Providence.

Thank our Father God for all of His care over plants, trees, animals, and people.

WORKSHEET B

REVIEW

Review pages 11-22 in the textbook and answer the questions.

SCRIPTURE MEMORY

Read the following verse out loud, copy the verse in the space below, and then recite it without looking at the text.

- 1. *In the beginning God created the heavens and the earth.* (Genesis 1:1)

COMPREHENSION QUESTIONS

Provide a short answer to the following questions.

2. What is the difference between how an ant sees a great work of art, compared to how people might see it?

3. How can you delight in God's creation instead of being bored with it?

4. What are some material resources that God made for us to help make life better?

5. Name some of your body parts God made for your use and enjoyment of life.

SPIRITUAL LIFE APPLICATION

6. Write a sentence about something you observed today in God's creation.

Thank our Father God in prayer for that as you finish your lesson today.

WORKSHEET C

REVIEW

Review pages 3-15 in the textbook and answer the questions.

SCRIPTURE MEMORY

Read the following verse out loud, copy the verse in the space below, and then recite it without looking at the text.

1. *In the beginning God created the heavens and the earth.* (Genesis 1:1)

FAITH LESSONS

2. What did God create on each of the six creation days, according to the Bible?

Day 1: _____

Day 2: _____

Day 3: _____

Day 4: _____

Day 5: _____

Day 6: _____

BONUS Day 7: _____

SPIRITUAL LIFE APPLICATION

3. Write a sentence about one of your favorite things God created, and why you are impressed with it. On which of the creation days did He make this thing?

Day: _____

Thank God for this amazing creative work.

WORKSHEET D

REVIEW

Review pages 3-15 in the textbook and answer the questions.

SCRIPTURE MEMORY

Read the following verse out loud, copy the verse in the space below, and then recite it without looking at the text.

1. *In the beginning God created the heavens and the earth.* (Genesis 1:1)

COMPREHENSION QUESTIONS

Provide a short answer to the following questions.

2. Who was Democritus and what did he suggest?

3. Based on a survey of astronomers, what percent do not believe in God, and how does that compare with the general public in America today?

4. From what did God make everything in the universe? What does man use to make things?

5. What happened 4,500 years ago that changed the surface of the earth? What exactly was changed about the surface of the earth?

SPIRITUAL LIFE APPLICATION

6. Write a sentence about how God takes care of the animals by His works of Providence.

Thank our Father God for His wise and tender care of all His works.

HANDS-ON SCIENCE

7. Complete one of the following activities, with supervision either from a parent or other teacher.

i. Observation Lesson 1

Observe something made by man, either something inside the house or outside the house. It may be a piece of furniture, a toy, an electronic device, or an appliance. Answer the following questions.

a. What is this thing called? _____

b. What is the size of this thing?

Width _____

Length _____

Height _____

c. How many separate parts can you see that make up this thing?

d. What were the raw materials used to make this thing? Remember, plastics are usually made out of oil and coal.

e. What were the tools used to make this thing?

f. Was this mainly made by machines, or mainly made by hand? _____

g. How much money would you pay for the raw materials? Just estimate this, if you can.

h. How much money was spent on purchasing this thing? _____

i. What was the cost of the labor to make this thing out of God's raw materials? (Subtract the amount in g from the amount in h.) _____

ii. Observation Lesson 2

Study three trees outside of your house/school, and answer the following questions.

a. What are the species of these trees? _____

b. Estimate the height of each tree.

Tree #1 _____

Tree #2 _____

Tree #3 _____

c. Count the major branches coming off the trunk.

Tree #1 _____

Tree #2 _____

Tree #3 _____

d. What is the hardness of the wood in this tree? Oak and Maple are hard. Pine, Aspen, and Cottonwood are soft.

Tree #1 _____

Tree #2 _____

Tree #3 _____

e. What would be the best uses for this wood? Would you use it for furniture, for heat, or for hardwood floors?

f. What do you observe from God’s creation by comparing the three trees? Does God make everything the same, or does He put variety into His creation?

g. Estimate the weight of each tree. A 12-inch diameter log (1 foot long) weighs between 30 and 60 pounds. A 24-inch diameter log (1 foot long) weighs between 100 and 200 pounds.

Tree #1 _____

Tree #2 _____

Tree #3 _____

WEEK 2 LESSON 2

WORKSHEET A

REVIEW

Read pages 11-22 in the textbook and answer the questions.

SCRIPTURE MEMORY

Read the following verse out loud, copy the verse in the space below, and then recite it without looking at the text.

1. *It is the glory of God to conceal a matter,
But the glory of kings is to search out a matter.* (Proverbs 25:2)

WHAT DOES THAT MEAN?

Match each word to its definition.

- | | |
|----------------|---|
| 2. Scientist | A. Study of the world with observation and experiment |
| 3. Astronomers | B. Expert who studies natural, physical science |
| 4. Science | C. Scientists who study planets, space, universe |

FILL IN THE MISSING WORD

In each sentence below, fill in the missing word with a vocabulary word from the list above.

5. Many _____ know a lot about the universe, but they do not give God glory and praise.
6. Using our minds to carefully study God's creation is called _____.

7. Old Agur, who wrote Proverbs 30:3-4, was a good _____ because he was humble.

SPIRITUAL LIFE APPLICATION

8. What would you like to discover about God's world? Which of these attributes of God do you find in this part of God's creation — God's power, God's wisdom, or God's goodness?

Praise God for this part of His nature today.

WORKSHEET B

REVIEW

Review pages 11-22 in the textbook and answer the questions.

SCRIPTURE MEMORY

Read the following verse out aloud, copy the verse in the space below, and then recite it without looking at the text.

1. *It is the glory of God to conceal a matter,
But the glory of kings is to search out a matter.* (Proverbs 25:2)

COMPREHENSION QUESTIONS

Provide a short answer to the following questions.

2. What are some things man can use from God’s world and how can he use them?

3. According to Proverbs 25:2, what is the honorable thing we can do?

4. What are the five marks of a good scientist Old Agur talked about?

5. What are some other things that make a good scientist?

SPIRITUAL LIFE APPLICATION

6. Identify three things in God’s creation that you think are really awesome.

A. I praise God for _____.

B. I glorify God for _____.

C. I bless God for _____.

WORKSHEET C

REVIEW

Review pages 11-22 in the textbook and answer the questions.

SCRIPTURE MEMORY

Read the following verse out loud, copy the verse in the space below, and then recite it without looking at the text.

1. *It is the glory of God to conceal a matter,
But the glory of kings is to search out a matter.* (Proverbs 25:2)

FAITH LESSONS

2. From page 18 in the text, read Revelation 4:10-11. What are the 24 elders doing before the throne of God?

3. What are the elders saying?

4. From pages 19-20 in the text, read Psalm 104:14-15. Who causes things to grow? What are the good things growing in our world as described in Psalm 104?

5. How can we make good use of these things which God has made?

SPIRITUAL LIFE APPLICATION

6. Write a sentence describing your favorite food and where it comes from.

Thank God for this special food, and other blessings He gives us, as you finish your lesson today.

WORKSHEET D

REVIEW

Review pages 11-22 in the textbook and answer the questions.

SCRIPTURE MEMORY

Read the following verse out loud, copy the verse in the space below, and then recite it without looking at the text.

1. *It is the glory of God to conceal a matter,
But the glory of kings is to search out a matter.* (Proverbs 25:2)
-
-

COMPREHENSION QUESTIONS

Provide a short answer to the following questions.

2. What are some modern tools developed to help us learn more about the universe?

3. According to scientists' estimates, how many stars make up the Milky Way Galaxy? What is the current estimate for the number of galaxies in the universe?

4. Who owns everything? What are we called to do with this created world?

5. Who is in control of everything? What is this doctrine (or teaching) called?

6. What are two tools you can use as a home scientist to study small things up close that God has made?

SPIRITUAL LIFE APPLICATION

7. Review page 23. **Pray**, **Sing**, and **Watch** to finish your lesson today or this evening with your family.