



**Level 1**

**Student  
Workbook**

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# Table of Contents

<b>Introduction .....</b>	<b>5</b>
<b>Suggested Daily Schedule .....</b>	<b>10</b>
<b>Dolch Sight Words .....</b>	<b>17</b>
<b>Exercises .....</b>	<b>18</b>
<b>Answer Key .....</b>	<b>264</b>



# God's Big Story

Teaching a child to read is one of the most exciting and challenging aspects of home education. It is our joy to partner with you in this important step in your child's development.

## Course Objectives

This half-year (18-week) workbook is intended to accompany *God's Big Story Level 1* and has been designed with the following goals:

- To provide the child with a clear understanding of biblical vocabulary, preparing them to read a substantive English translation of the Bible on their own.
- To grant the child a familiarity with the full scope of biblical stories—the historical narrative of God's revelation—by providing forty key stories from Scripture written on a first-grade level.
- To master the entire theme of the Bible, the Christ-focus of Scripture, and the fulfillment of the Old Testament in the New Testament.
- To believe the Gospel.
- To worship God, to fear God, and to obey His Word.

## Workbook Description

This book includes exercises for each chapter of *God's Big Story Level 1*. Each workbook chapter offers nine exercises or activities to assist the child in practicing and perfecting the phonetic concepts introduced within the corresponding reading assignment from *God's Big Story*. These exercises also provide helpful reinforcement of elementary concepts of grammar, spelling, composition, and handwriting. Parents are encouraged to read the exercise instructions to their child until the student has mastered the language sufficiently to be able to work independently.

Each child learns differently. Parents should therefore adapt this workbook to suit their child's needs. The nine exercises included within each chapter offer a variety of activities and learning games. Parents can assign these exercises at their discretion. Some children will benefit from completing every activity included. Others may work better with a less stringent load of exercises. Please tailor the use of this course to suit your child's individual learning needs.

On page 17, a list of Dolch sight words for pre-primer, primer, and first grade is included. Parents may find it helpful to create flashcards or other learning aids to assist their child in the recognition and pronunciation of these words.

Pages 10–16 offer a recommended schedule and semester outline for the completion of *God's Big Story Level 1*. However, parents should feel free to alter this schedule as needed. Though designed to span the second semester of first grade, some children may complete this material in a shorter time. Other parents may choose to move at a slower pace and have their child continue the workbook and reading assignments through the first semester of second grade. There is no right or wrong method of using this curriculum. Please adjust it as needed to suit your child.

The nine separate exercises within each chapter are detailed below.

### Matching Fun!/Fill in the Missing Letters

The first exercise in every lesson alternates between *Matching Fun!* and *Fill in the Missing Letters*. Within these activities, children will be exposed to the new vocabulary introduced in the lesson's reading assignment. They will be encouraged to examine the makeup and spelling of each word by adding missing letters or matching word parts to form complete words. Occasionally, vocabulary from previous lessons will also be included in this section.

### Rhyme Time!

This activity is intended to increase the student's awareness of the proper spelling and pronunciation of various suffixes. It also encourages children to examine how

words are formed and to familiarize themselves with the appearance and spelling of common word endings.

## Word Search

Word searches offer children the excitement of investigating a word's formation and then locating that formation within what appears to be a jumble of random letters. These word searches increase in difficulty with each chapter and should be challenging to the child. However, some children may find this activity to exceed their skill level. If parents notice that the exercise frustrates rather than challenges the child, this activity can be bypassed until the child has developed sufficiently to understand and enjoy the concept of a word search. No crucial element will be missed if the child does not complete this activity.

## Find the Missing Word

This exercise offers further practice with new vocabulary. It provides children the opportunity to learn how to choose an appropriate word based on context and meaning. Writing each correct answer also further strengthens the child's spelling and handwriting.

## What Did We Learn?

This activity provides practice in reading comprehension. Elementary reading skills are quickly improved by requiring the child to answer questions relating to the meaning and content of the text they have read. If children have difficulty answering the questions correctly, have the child return to the reading assignment in *God's Big Story* and reread as necessary. Parents may find it helpful to initially assist the child in locating the information needed to answer the questions. For example, they could ask the child, "What day did God rest on? Let's look back at the end of the reading chapter to see. Yes, here is where we'll find the answer. Can you read this sentence again?" As children become familiar with the concept of returning to a text to find specific information contained there, they will develop the ability to work independently to locate the required information.

## What Happened?

This exercise offers further reinforcement in reading comprehension and critical thinking by having the child arrange sentences in chronological order. For this activity, it is helpful to begin by asking the child, “What happened first? What happened next? And what happened last?” This will encourage the child to develop an awareness of the logical and chronological sequence of events recorded within each reading assignment.

## Fix the Mess!

Students will here be asked to unscramble a sentence and write it correctly by placing words in their proper order. This exercise offers an elementary introduction to how words relate to one another and how sentences are formed. Children will become exposed to standard sentence formation (subject, verb, direct object) and will begin to notice how articles (the, a, an) and conjunctions relate and interact with other words. The crucial question children should be encouraged to ask themselves as they complete this exercise is, “Does it make sense?” Does their completed sentence *sound right* or make sense? Hints are included in initial exercises to help children formulate their sentences.

## Faith Lesson

This exercise is intended to be used as a springboard into meaningful conversation with the student. Reflective questions are supplied to assist in deepening the child's understanding of the biblical passage and how it applies to his or her own life. It is recommended that parents read the question and then discuss the answer with their child, encouraging the student to learn from and respond to the truths contained within the biblical account they have just studied. Space is provided for the child to write their response to the *Faith Lesson* if desired, but parents may find it more helpful to treat this primarily as an oral exercise.



## Copy Time!

Each chapter's exercises conclude with a chance to copy the Scripture verse included in the accompanying reading assignment. These verses are taken from the New King James version and are occasionally adapted or simplified. Attention should be paid to the child's handwriting, with a focus on neatness and legibility. Care should be taken to see that children are properly forming their letters and are leaving appropriate blank spaces between words. (Please be aware that children's fine motor skills develop at different ages. If parents see that their child is not ready for this exercise, it can be skipped.)

Beginning in chapter eleven, references are included with each Bible verse. At this point, parents should explain to the child what a reference is and how it shows us where to find a verse in the Bible. Draw the child's attention to the name of the book. Then show how the number following the book's name is composed of two parts separated by a colon. (The term "colon" will need to be defined and demonstrated to the child.) Explain the meaning of both numbers and how they relate to chapters and verses within a larger book. Once this concept is understood, give the child a Bible and help them locate the verse within its pages.

# Suggested Daily Schedule

Following is a suggested lesson schedule spanning a half-year (18-weeks) of school. This book is designed to be used during the second semester of first grade, after the child has already begun a basic phonics curriculum and has learned the elementary principles of pronunciation.

Date	Day	Assignment	Due Date	✓	Grade
<b><i>Second Semester-Third Quarter</i></b>					
<b>Week 1</b>	Day 1	Read Chapter 1			
	Day 2	Complete Chapter 1 Workbook Exercises			
	Day 3	Read Chapter 2			
	Day 4	Complete Chapter 2 Workbook Exercises			
	Day 5	Flex Day			

Date	Day	Assignment	Due Date	✓	Grade
<b>Week 2</b>	Day 1	Read Chapter 3			
	Day 2	Complete Chapter 3 Workbook Exercises			
	Day 3	Read Chapter 4			
	Day 4	Complete Chapter 4 Workbook Exercises			
	Day 5	Read Chapter 5			
<b>Week 3</b>	Day 1	Complete Chapter 5 Workbook Exercises			
	Day 2	Read Chapter 6			
	Day 3	Complete Chapter 6 Workbook Exercises			
	Day 4	Read Chapter 7			
	Day 5	Flex Day			
<b>Week 4</b>	Day 1	Complete Chapter 7 Workbook Exercises			
	Day 2	Read Chapter 8			
	Day 3	Complete Chapter 8 Workbook Exercises			
	Day 4	Read Chapter 9			
	Day 5	Complete Chapter 9 Workbook Exercises			

Date	Day	Assignment	Due Date	✓	Grade
<b>Week 5</b>	Day 1	Read Chapter 10			
	Day 2	Complete Chapter 10 Workbook Exercises			
	Day 3	Read Chapter 11			
	Day 4	Complete Chapter 11 Workbook Exercises			
	Day 5	Flex Day			
<b>Week 6</b>	Day 1	Read Chapter 12			
	Day 2	Complete Chapter 12 Workbook Exercises			
	Day 3	Read Chapter 13			
	Day 4	Complete Chapter 13 Workbook Exercises			
	Day 5	Read Chapter 14			
<b>Week 7</b>	Day 1	Complete Chapter 14 Workbook Exercises			
	Day 2	Read Chapter 15			
	Day 3	Complete Chapter 15 Workbook Exercises			
	Day 4	Read Chapter 16			
	Day 5	Flex Day			

Date	Day	Assignment	Due Date	✓	Grade
<b>Week 8</b>	Day 1	Complete Chapter 16 Workbook Exercises			
	Day 2	Read Chapter 17			
	Day 3	Complete Chapter 17 Workbook Exercises			
	Day 4	Read Chapter 18			
	Day 5	Complete Chapter 18 Workbook Exercises			
<b>Week 9</b>	Day 1	Read Chapter 19			
	Day 2	Complete Chapter 19 Workbook Exercises			
	Day 3	Read Chapter 20			
	Day 4	Complete Chapter 20 Workbook Exercises			
	Day 5	Flex Day			
<b><i>Second Semester-Fourth Quarter</i></b>					
<b>Week 1</b>	Day 1	Read Chapter 21			
	Day 2	Complete Chapter 21 Workbook Exercises			
	Day 3	Read Chapter 22			
	Day 4	Complete Chapter 22 Workbook Exercises			
	Day 5	Flex Day			

Date	Day	Assignment	Due Date	✓	Grade
<b>Week 2</b>	Day 1	Read Chapter 23			
	Day 2	Complete Chapter 23 Workbook Exercises			
	Day 3	Read Chapter 24			
	Day 4	Complete Chapter 24 Workbook Exercises			
	Day 5	Read Chapter 25			
<b>Week 3</b>	Day 1	Complete Chapter 25 Workbook Exercises			
	Day 2	Read Chapter 26			
	Day 3	Complete Chapter 26 Workbook Exercises			
	Day 4	Read Chapter 27			
	Day 5	Flex Day			
<b>Week 4</b>	Day 1	Complete Chapter 27 Workbook Exercises			
	Day 2	Read Chapter 28			
	Day 3	Complete Chapter 28 Workbook Exercises			
	Day 4	Read Chapter 29			
	Day 5	Complete Chapter 29 Workbook Exercises			

Date	Day	Assignment	Due Date	✓	Grade
<b>Week 5</b>	Day 1	Read Chapter 30			
	Day 2	Complete Chapter 30 Workbook Exercises			
	Day 3	Read Chapter 31			
	Day 4	Complete Chapter 31 Workbook Exercises			
	Day 5	Flex Day			
<b>Week 6</b>	Day 1	Read Chapter 32			
	Day 2	Complete Chapter 32 Workbook Exercises			
	Day 3	Read Chapter 33			
	Day 4	Complete Chapter 33 Workbook Exercises			
	Day 5	Read Chapter 34			
<b>Week 7</b>	Day 1	Complete Chapter 34 Workbook Exercises			
	Day 2	Read Chapter 35			
	Day 3	Complete Chapter 35 Workbook Exercises			
	Day 4	Read Chapter 36			
	Day 5	Flex Day			

Date	Day	Assignment	Due Date	✓	Grade
<b>Week 8</b>	Day 1	Complete Chapter 36 Workbook Exercises			
	Day 2	Read Chapter 37			
	Day 3	Complete Chapter 37 Workbook Exercises			
	Day 4	Read Chapter 38			
	Day 5	Complete Chapter 38 Workbook Exercises			
<b>Week 9</b>	Day 1	Read Chapter 39			
	Day 2	Complete Chapter 39 Workbook Exercises			
	Day 3	Read Chapter 40			
	Day 4	Complete Chapter 40 Workbook Exercises			
	Day 5	Flex Day			
<b>Final Grade</b>					



# Dolch Sight Words by Grade

Pre-Primer		Primer		First Grade	
a	look	all	out	after	let
and	make	am	please	again	live
away	me	are	pretty	an	may
big	my	at	ran	any	of
blue	not	ate	ride	as	old
can	one	be	saw	ask	once
come	play	black	say	by	open
down	red	brown	she	could	over
find	run	but	so	every	put
for	said	came	soon	fly	round
funny	see	did	that	from	some
go	the	do	there	give	stop
help	three	eat	they	going	take
here	to	four	this	had	thank
I	two	get	too	has	them
in	up	good	under	her	then
is	we	have	want	him	think
it	where	he	was	his	walk
jump	yellow	into	well	how	were
little	you	like	went	just	when
		must	what	know	
		new	white		
		no	who		
		now	will		
		on	with		
		our	yes		

# God Makes a Good World



## Fill in the Missing Letters

L\_\_ght

Obey

Goo\_\_

Image

\_\_bey

World

Cr\_\_ture

Light

Im\_\_ge

Wise

A\_\_am

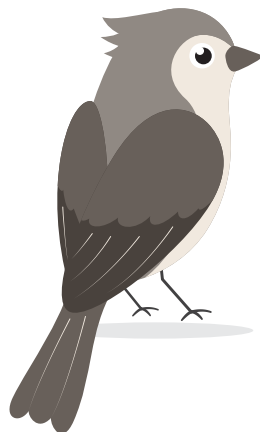
Good

W\_\_ld

Creature

Wis\_\_

Adam





## Rhyme Time!

Pick a letter from the box to complete each word. Sound out the words. Do they rhyme?

W

Y

R

Q

\_\_\_ise

\_\_\_ise



## Word Search

Can you find the following words in the word search below?  
Circle each word.

Adam

Good

Wise

Obey

W	I	S	E	A
O	G	B	X	D
B	A	O	U	A
E	C	P	O	M
Y	E	S	V	D



## Find the Missing Word

Read the sentences. Then choose a word from the box and write it in the blank to complete the sentences.

obey

good

made

man

\_\_\_\_\_

God \_\_\_\_\_ all things.

\_\_\_\_\_

Adam is a \_\_\_\_\_.

\_\_\_\_\_

God made all things \_\_\_\_\_.

\_\_\_\_\_

Will the fish and birds \_\_\_\_\_ God?



## What Did We Learn?

Circle each correct sentence. Cross out each incorrect sentence.

1. God made Adam.

Adam made God.

2. God will rest on Day Three.

God has a good plan.



## What Happened?

Read the sentences. What happened first? Draw a line from that sentence to number 1. What happened next? Draw a line from that sentence to number 2. What happened last? Draw a line from that sentence to number 3.

God made land.	1
God made light.	2
God made man.	3



## Fix the Mess!

Unscramble the sentence and write it on the line below.

*Hint: what did God make?*

made    good.    things    God    all

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## Faith Lesson

God is very wise. Give an example of how God is wise.

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## Copy Time!

Copy the verse onto the lines below.

Then God said, "Let there be light."

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