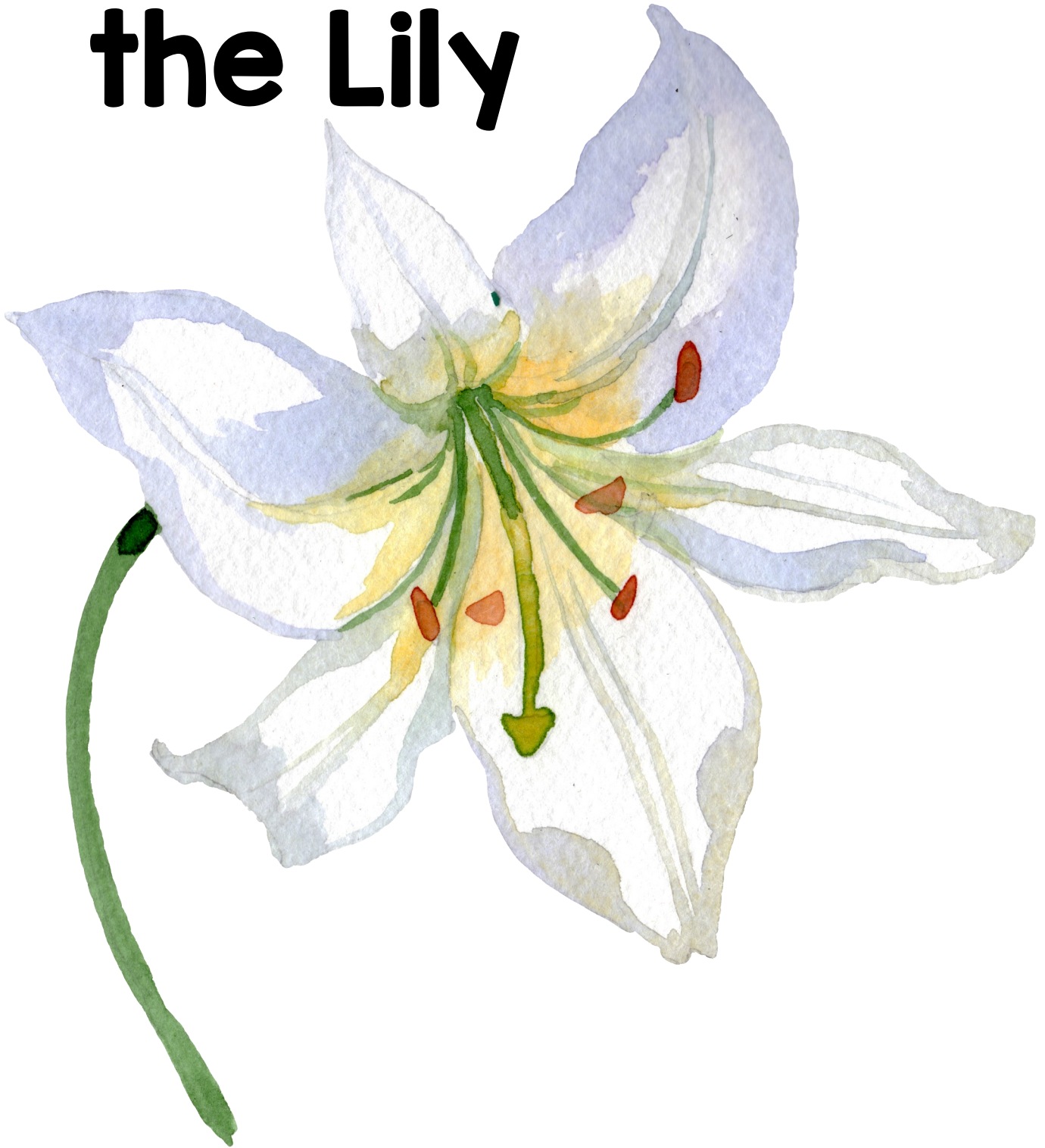


The Parable of the Lily



Unit Study & Lapbook

The Parable of the Lily

Book by Liz Curtis Higgs

Unit study and printables prepared by Candace Crabtree, Rose Ann Kuhns, and Ami

SOCIAL STUDIES

Occupations: Farmer

Maggie's dad is a farmer. Take some time to go into detail with your child about all that a farmer does. Talk about the different types of farmers as well; those that grow vegetables, those that have dairy cattle, those that have horses, etc.

Concerning the farmer's jobs, talk about all the many things a farmer must do. In part of the story, when spring comes, the farmer must begin to hoe the soil getting it ready for the seeds to be planted. Discuss the hoeing process with your child if you have never done so.

Feelings: Disappointment and Anger

Maggie dealt with disappointment when she opened her gift. Why was she disappointed? Have you ever been disappointed? What happened? And what can we do when we are disappointed? Do you think Jesus or God is ever disappointed? Talk about being disappointed in others as well as ourselves, but remind your child that we can talk to God about our disappointments.

Also, after Maggie shows her disappointment the book tells us that her father was sad to see her disappointment. Why do you think that was? Do you think your parents are ever sad to see you upset or disappointed? Of course! Your parents love you very much, and they don't like to see you disappointed. You can also talk about how much God provides for the birds of the air and the grass in the fields and how much MORE He gives to us His children. He wants us to be joyful too!

Maggie gets mad at the box with the dirt in it. Why? Have you ever spilled something or dropped something or broken something and gotten mad? What do you think we should do when we feel that way?

→ Complete the Emotions Book and add it to your lapbook.

BIBLE

Bible Verses from the Story

There are so many wonderful Scriptures that are throughout this book to help tell the story. Choose one as your focus for the week. For handwriting, you could practice writing the verse. You could also memorize it together.

James 1:17 – “Every perfect gift is from God.”

Matthew 24:44 – “So you also must be ready. The Son of Man will come at a time you don’t expect Him.”

Isaiah 53:2d – “There was nothing in his appearance to make us desire him.”

Isaiah 53:2a, b – “HE grew up like a small plant before the Lord. He was like a root growing in a dry land.”

John 3:16 – “For God loved the world so much that he gave his only Son.”

Isaiah 53:2c – “He had no special beauty or form to make us notice him.”

1 Corinthians 4:5 – “Wait until the Lord comes. He will bring to light things that are now hidden in darkness.”

Isaiah 61:11 In the same way the Lord God will make grow what is right.”

John 12:24 – “I tell you the truth, a seed must fall to the ground and die. Then it makes many seeds.”

Isaiah 53:3 – “He was hated and rejected by people. People would not even look at him.”

Luke 24:1 – “Very early on the first day of the week, the women came.”

2 Corinthians 9:15 – “Thanks be to God for his gift that is too wonderful to explain.”

Matthew 6:29 – “But I tell you that even Solomon with his riches was not dressed as beautifully as one of these flowers.”

Matthew 28:8 – “They were afraid, but they were also very happy. They ran to tell...what had happened.”

Isaiah 33:17 – “Your eyes will see the king in his beauty.”

Isaiah 53:4 -- “But he took our suffering on him and felt our pain for us.”

1 John 4:9 – “This is how God showed his love to us: He sent his only Son into the world to give us life through him.”

The Easter Story

Each year for Easter I plan to tell my children a little bit more about the crucifixion and resurrection as they get older and are able to understand more. Depending on what your child knows already, spend some time this week retelling the true Easter story.

If you are using this unit study the week before Easter, you may want to have a resurrection basket at the end of the study (or present it on Easter morning). As you present your student with the basket, explain what each item represents.

Resurrection Basket

1. Palm leaf for Christ's triumphant entry into Jerusalem.
2. Animal Crackers for the unleavened bread of the Passover Feast.
3. Chocolate coins for the pieces of silver Judas accepted to betray Jesus. (You could also substitute with 30 silver pieces-- 30 nickels)
4. Lollipop sticks for the nails in His hands and feet. (upside down in basket)
5. Grape juice for the blood he shed. (single serving boxes)
6. Sponge for the vinegar-soaked sponge Jesus drank from.
7. Cross to represent the cross Christ died on.
8. Black cloth for the darkness that covered the Earth at His death.
9. Bath product such as bubble bath and washcloth for the perfumed shroud in which Christ was buried.
10. Hollow chocolate eggs for the empty tomb on Easter morning.

11. Green grass for the new life we have in Jesus.
12. Fluffy marshmallow candy for the cloud into which Jesus ascended.

→ Complete The Easter Story Simple Fold and add it to your lapbook.

Forgiveness

At the end of the story Maggie asks her father for forgiveness. Why does she do this? Can you recall a time you've had to ask for forgiveness? What about our heavenly Father? When should we go to Him and say we are sorry? Maggie's father says that forgiveness is what Easter is all about. Discuss this with your child.

Parable of the Sower

Read the Parable of the Sower in Matthew 13 and discuss with your child.

LANGUAGE ARTS

Vocabulary

Learn some of these new words with your student.

1. shuffle – Maggie “shuffled” through the snow
2. mysterious – “Maggie loved getting presents, especially a gift as mysterious as this one.”
3. ordinary – “one very ordinary afternoon...”
4. bulb – “like a bulb that would someday bloom into a plant.”
5. cellar – “she marched down the cellar steps...”
6. splintered – “the crate splintered into pieces, soil was everywhere.”
7. fragrant – “its scent was as fragrant as the most expensive perfume.”

Poetry

Spend one day focusing on flowers and poetry. Possibly read some poetry about flowers and be sure to try to write some yourself! Maybe even a simple acrostic with the word *Lily*.

→ Complete the acrostic poem flap book and add it to your lapbook.

Nursery Rhyme

You may want to teach this nursery rhyme to your student this week. You could also use it for copywork.

*Mary, Mary, quite contrary,
How does your garden grow?
With silver bells and cockle shells,
And pretty maids all in a row.*

SCIENCE

Types of Flowers

This book also mentions daffodils and tulips. Maybe take some time to show your child pictures of each flower. Possibly go to a flower shop to view all of the pretty flowers. If your older student is rowing along with you, let him research all the different kinds of lilies (lily of the valley, day lily, tiger lily, water lily, calla lily, etc.).

Learn the names of various spring flowers by playing the flower memory match game included in the printables section. Use an envelope in your lapbook to store the playing cards.

Parts of a Flower

If possible, buy a lily to have at your house to examine and enjoy. You may want to introduce the names of the parts of the flower (a lily is really good for this!). For a young student, you can introduce them to the petals, leaves, stem, and roots. For an older student, you can introduce the stamen, pistil, petal, stem, and sepal.

→ Complete the Parts of a Flower Simple Fold and add it to your lapbook.

Bulbs

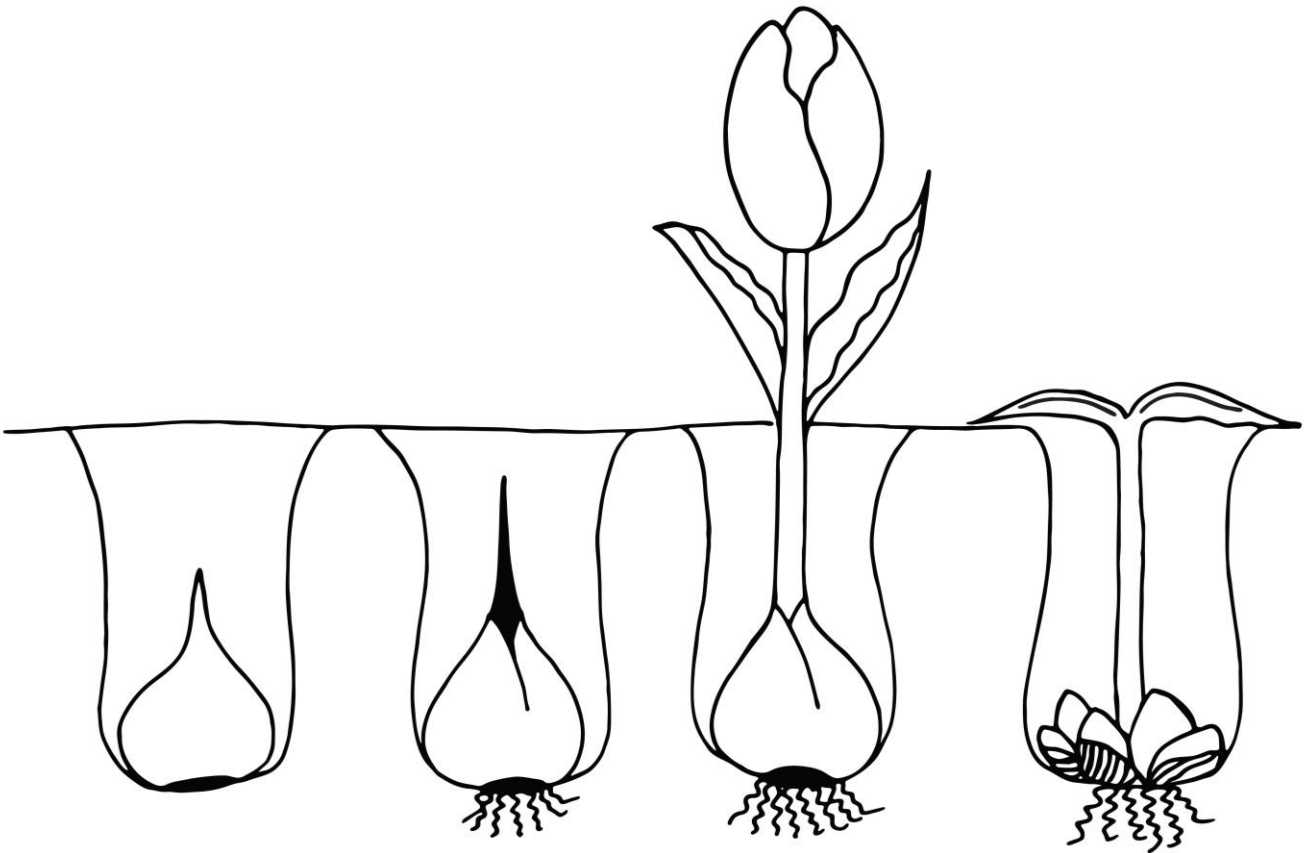
Discuss seeds and bulbs. If possible, have some of each this week for your student to observe. Some plants grow from seeds, and others grow from bulbs. Most of the beautiful spring flowers we know come from bulbs (crocus, daffodils, tulips, and lilies).

→ Complete the Flowers That Begin as Bulbs Tab Book and add it to your lapbook.

Seasons

This book starts out in winter, but concludes in the spring with flowers blooming. Discuss all of the things we do in each season and why so many people look forward to spring after a cold winter. Ask your child what new things happen in spring.

Look at the images below. Discuss how the bulb changes (the first image is fall; the next is winter; the one with the flower is spring; the final image is summer). What other things change through the seasons?



→ Complete The Life of a Bulb Flapbook and add it to your lapbook.

Seeds and Planting

Plant a seed or a bulb this week. The plant in the *Parable of the Lily* says to put the bulb in a dark, cool place. What are the directions for the seed you are going to plant?

Many lessons on seeds, choose as few or as many as you'd like to focus on this week:

1. Discuss what a seed is; it protects what is inside like a coat protects us from the cold. Let a lima bean sit in water overnight, in the morning pull it apart and look at the various parts. Perhaps your child can draw the different parts also. (seed coat, root, leaves, food storage, embryo)
2. Seeds come in all different shapes and sizes; perhaps collect a bunch of different seeds and compare/contrast them. (acorn, carrots, lettuce, watermelon, apple, nuts, etc.) Measure them, draw them, and use them for pattern practice.
3. Did you know that seeds travel? How? Wind, animals, water, etc. Have your child take off their shoes and walk around outside. When you come in see if there are any seeds on their socks.
4. What do seeds need to grow? Discuss what we (as humans) need to grow as well. Compare and contrast the two.
5. Lots of different plants grow from seeds. How many plants can you think of that start from seeds?
6. How do people use and need plants?

APPLIED MATH

Counting

Count the different types of flowers throughout the story.

Measurement

If you have bulbs on hand, spend a day measuring them. Compare the sizes of different types. Use comparison words such as *bigger*, *biggest*, *smaller*, and *smallest*.

Patterns

Use the pattern page provided in the printables section.

ARTS AND CRAFTS

Drawing

You can practice drawing a still life picture of a lily. Buy a potted lily at the flower shop with your child. This will really help this story to come to life. Discuss what a still-life portrait is. Observe the flower and allow your child to draw it.

As an alternative to drawing a lily, your child could create a flower, using the My Flower page in the printables section.

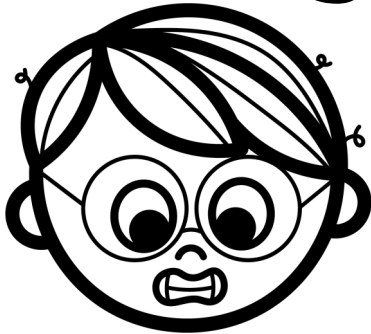
Color: Shades

When Maggie notices spring coming, she notices the weather is warmer and the gray skies have turned into robin's egg blue. Possibly let your child paint or color a picture of a spring sky—trying to find the perfect shade of blue for spring.

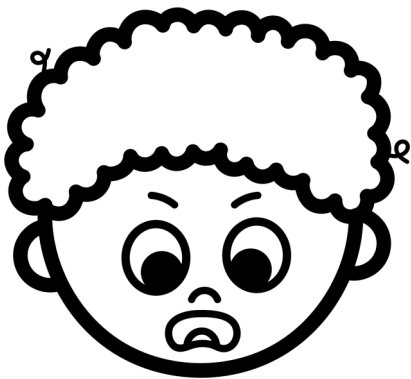
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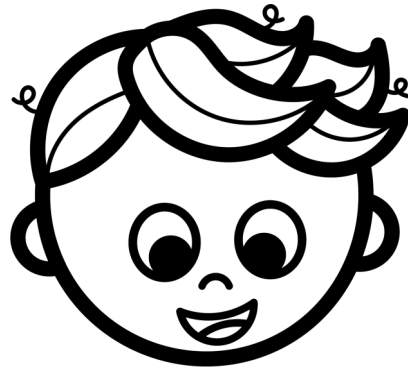
Feelings



Maggie is disappointed.



Michael is mad.



Jeremy is excited.



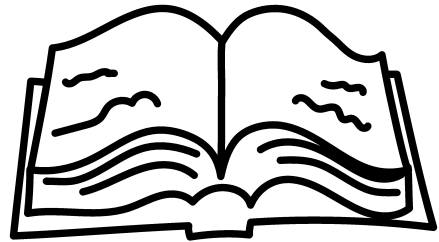
Sally is sad.



Hannah is surprised.

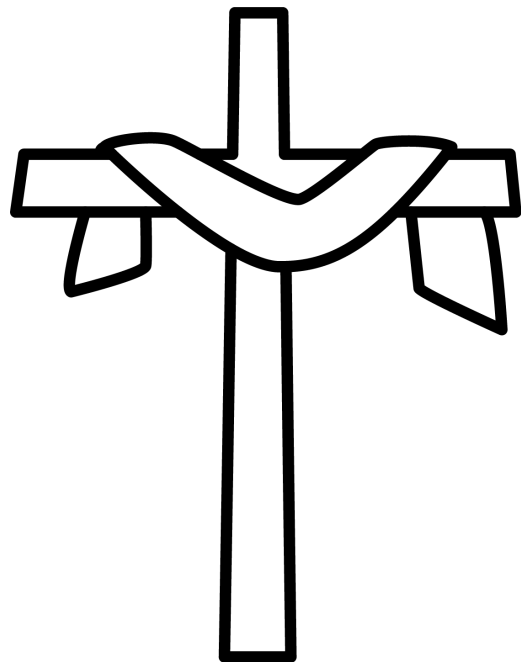
Directions: Cut out pages and cover. Stack together with cover on top and secure with a staple.

My Memory Verse



Directions: Cut out each book as one piece. Fold in half.

The Easter Story



Directions: Cut out book as one piece. Fold left side in. Fold right side in. Open book. Cut on lines to form four flaps. Refold book.

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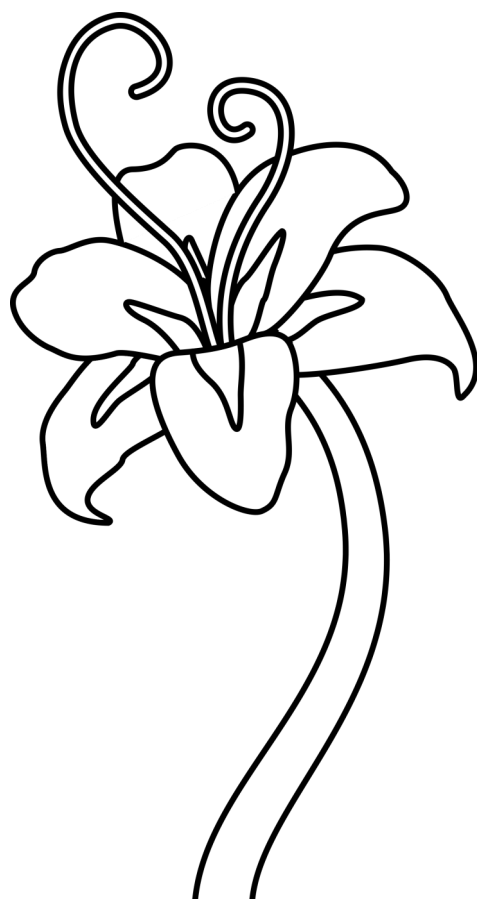
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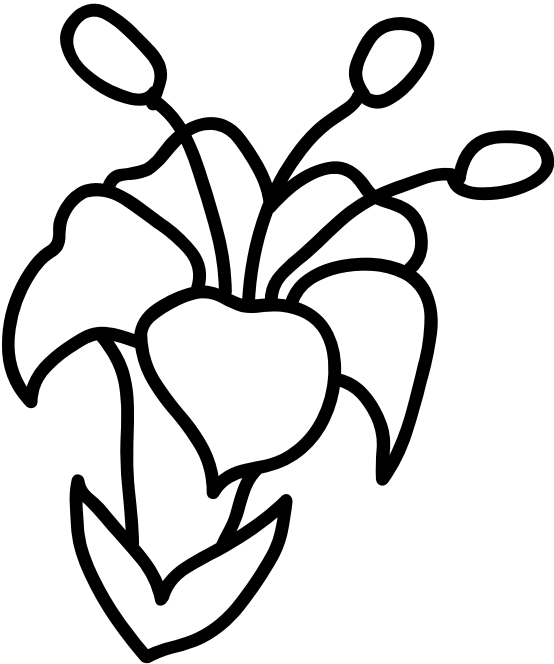
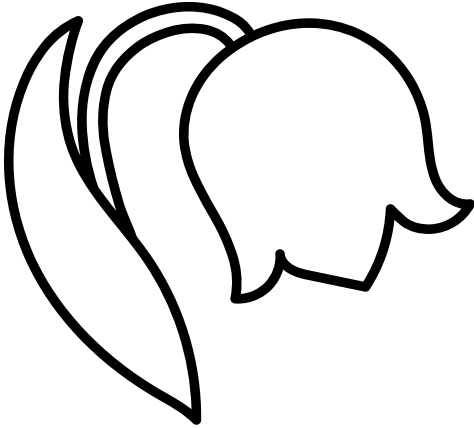

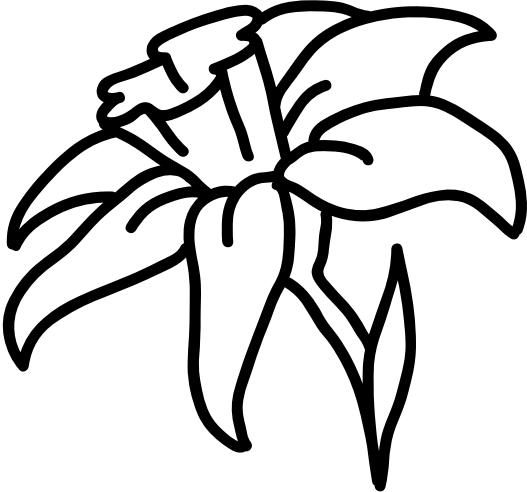
L

Y

My
Acrostic
Poem



Directions: Cut on the solid black lines, removing gray areas next to tabs. Stack tab book in order with cover on top and staple on the left side.

	Lily	Flowers That Begin as Bulbs 	
	Tulip		Daffodil

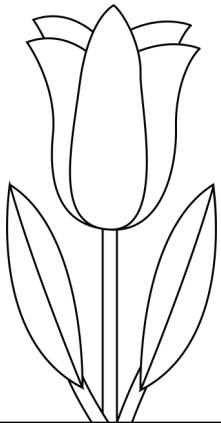
Directions: Cut book out as one piece. Fold top under. Fold bottom under. Open book. Cut on solid black lines to form four flaps. Refold so that the cover is on the front. Cut out the images on the next page (they are in the correct order) and paste them under the flaps.

Fall

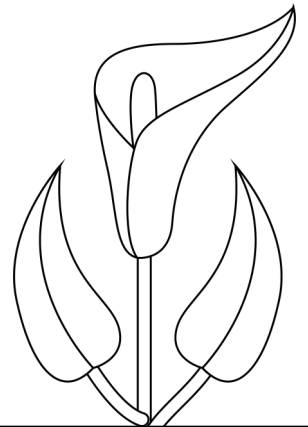
Winter

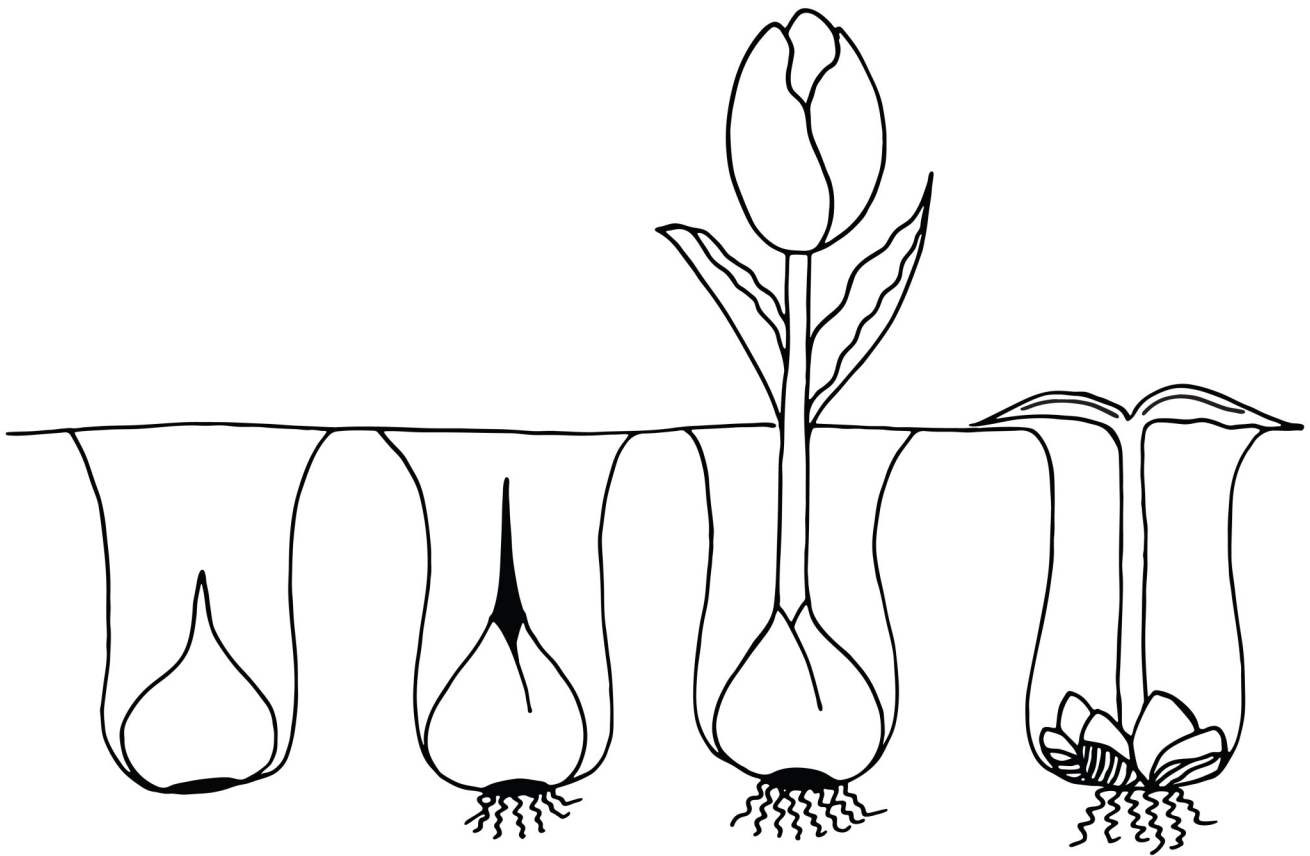
Spring

Summer



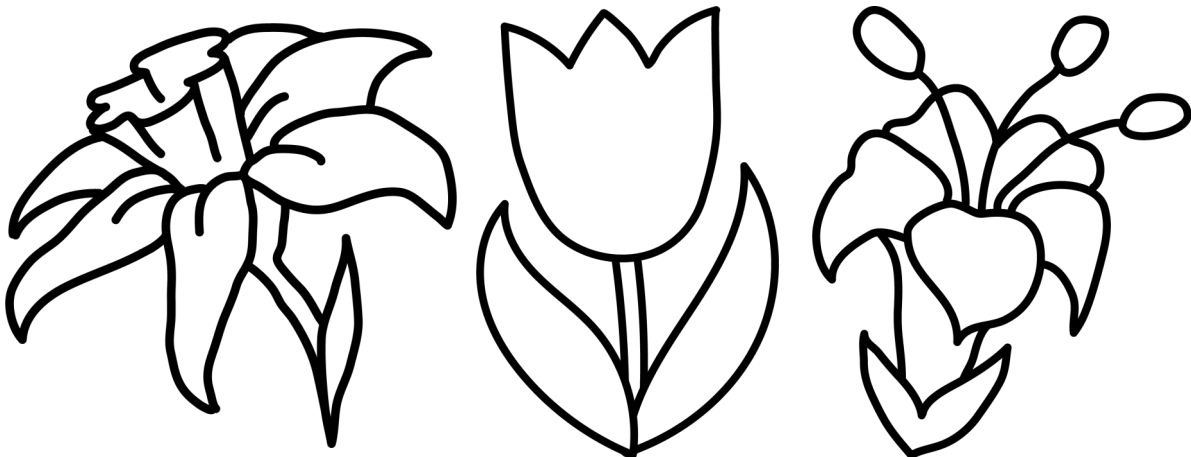
The Life of a Bulb



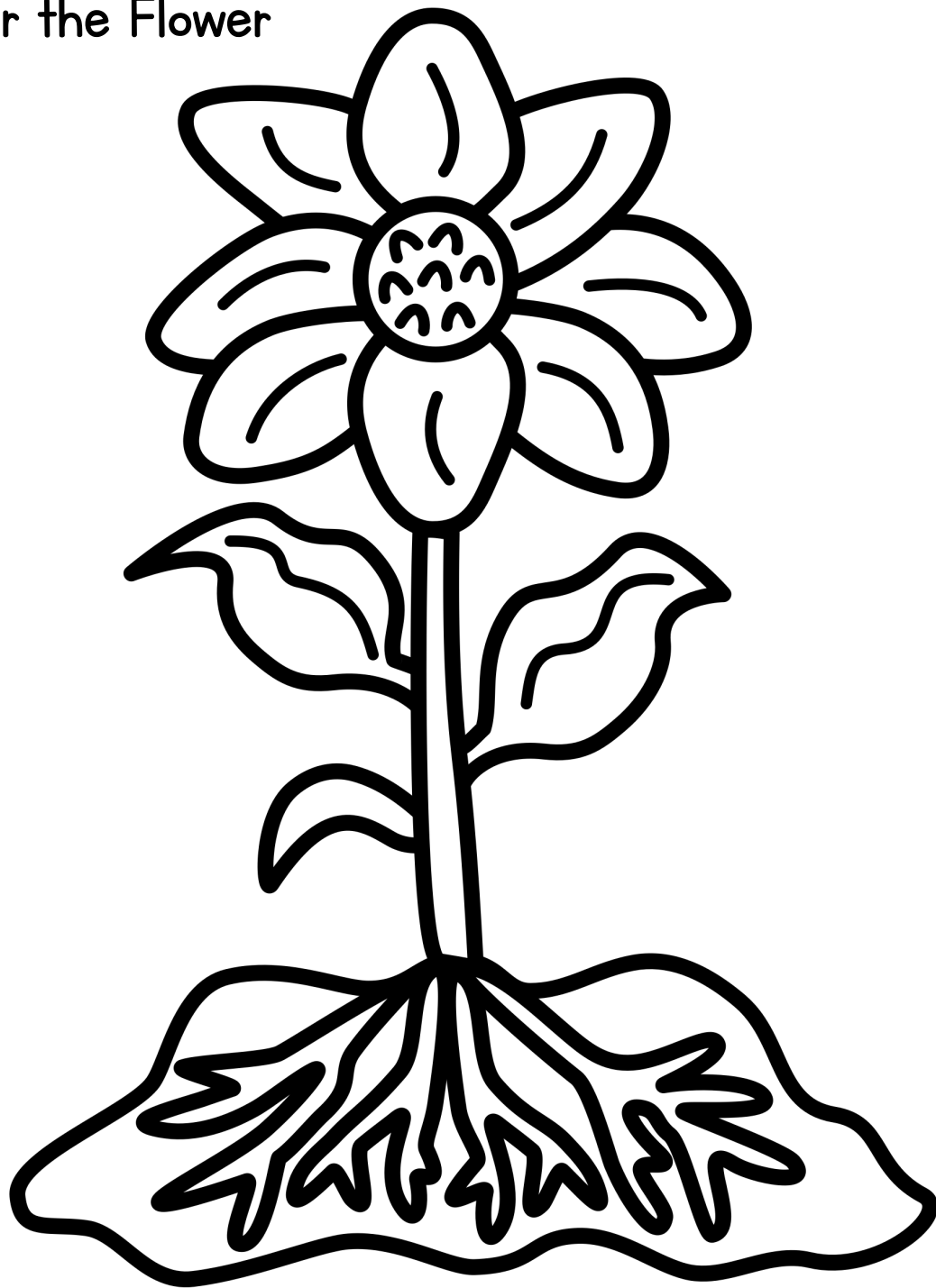


Directions: Cut out cover piece (this page). Complete the labeling activity on the next page and fold it in half. Paste the cover to the front.

Parts of a **FLOWER**



Color the Flower

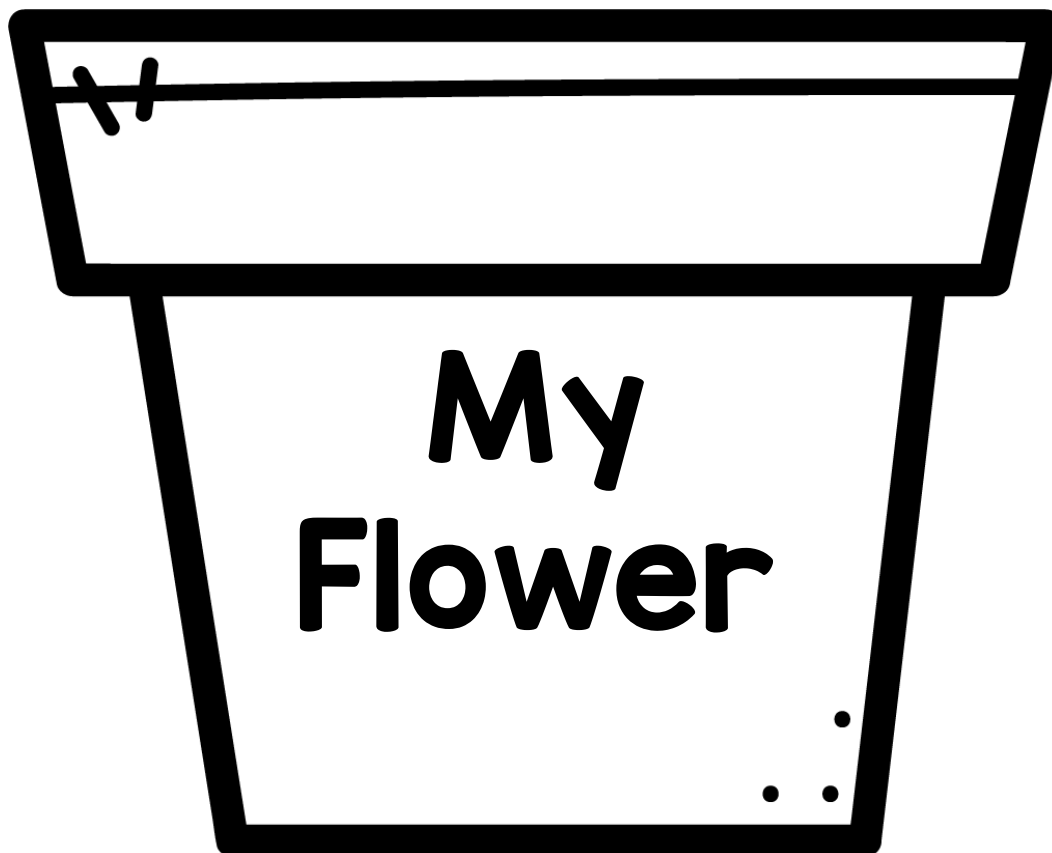


Color the **petals** red.

Color the **stem** dark green.

Color the **leaves** light green..

Color the **roots** yellow.



Directions: Draw a flower in the pot. Cut around it and paste it in your lapbook.

Flower Memory Match



Pansy



Daffodil

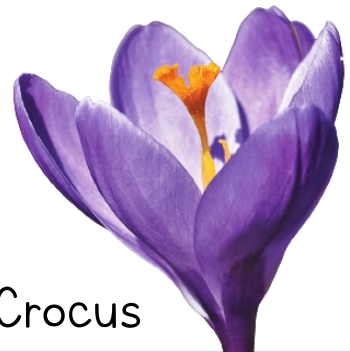


Pink Tulip

Yellow Tulip



Hyacinth



Crocus

Stargazer Lily



Calla Lily

Easter
Lily



Directions: Print the memory match cards on cardstock. Cut cards apart.

How to Play Memory Match:

Mix up the cards. Put them in rows, face down. Turn over any two cards. If the two cards match, keep them. If the two cards do not match, turn them back over. Let the next player have a turn. Continue until all cards have been matched.



Pansy

Daffodil

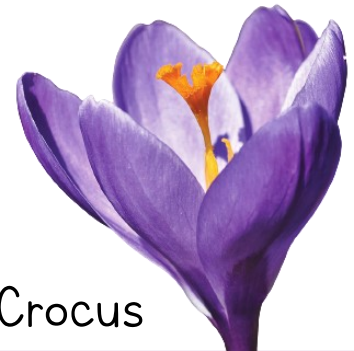


Pink Tulip

Yellow Tulip



Hyacinth



Crocus

Stargazer Lily

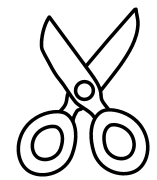
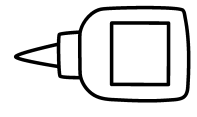
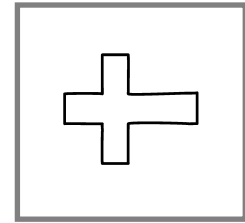
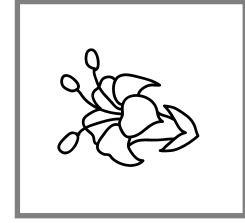
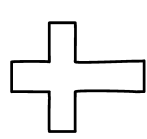
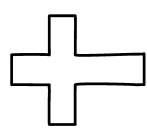
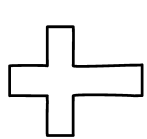
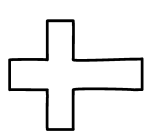
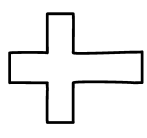
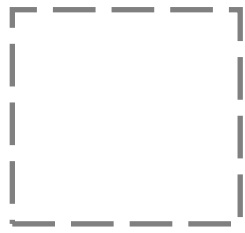


Calla Lily

Easter
Lily



Color the pictures. Cut and paste the pictures to complete the patterns.





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Sei Repan

