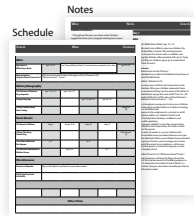


Instructor's Guide Quick Start

The Sonlight Instructor's Guide (IG) is designed to make your educational experience as easy as possible. We have carefully organized the materials to help you and your children get the most out of the subjects covered. If you need help reading your schedule, see "How to Use the Schedule Page" just before Week 1 begins.

This IG includes an entire 36-week schedule, notes, assignments, readings, and other educational activities. For specific organizational tips, topics and skills addressed, the timeline figure schedule, and other suggestions for the parent/teacher see **Section Three**. What helpful features can you expect from the IG?



Easy to use

Everything you need is located right after the schedule each week. If a note appears about a concept in a book, it's easy to find it right after the schedule based on the day the relevant reading is scheduled.

4 Colored Maps

Colorful maps, which double as bookmarks, will help you easily find relevant map locations. You will find the coordinates and the location name in your notes.



4-Day and 5-Day Schedule Options

The same schedule pages include both 4-Day and 5-Day options. If you're following the 4-Day schedule, simply skip Day 5 or take a look for some optional activities that appear on Day 5.

To Discuss After You Read

These sections help you hone in on the basics of a book so you can easily know if your children comprehend the material.

To Discuss After You Read
When Henry brings food home for his siblings, the author describes the food by its color—in, broken bread and yellow cheese can you think of how foods that we made more specific by describing their color?
suggestions: white and dark meat (chicken) green beans? yellow butter yellow tomatoes yellow squash dark

Vocabulary

orphan: a child whose parents are dead.
children's home: an orphanage

Vocabulary

These sections include terms related to cultural literacy and general vocabulary words in one easy-to-find place.

Notes

When relevant, you'll find notes about specific books to help you know why we've selected a particular resource and what we hope children will learn from reading it. Keep an eye on these notes to also provide you with insights on more difficult concepts or content (look for "Note to Mom or Dad").

Note: The Yangtze River is the third longest river in the world. The author talks about "the yellow waters of the Yangtze river." The river carries an enormous amount of silt from higher elevation in Western China. It drops the silt on the central plains which creates good soil for rice planting. In 2016, the Chinese government completed the Three Gorges Dam across the Yangtze, the world's largest dam. It generates electricity and will hopefully cut down on flooding.

Section Three
Instructor's Guide Resources

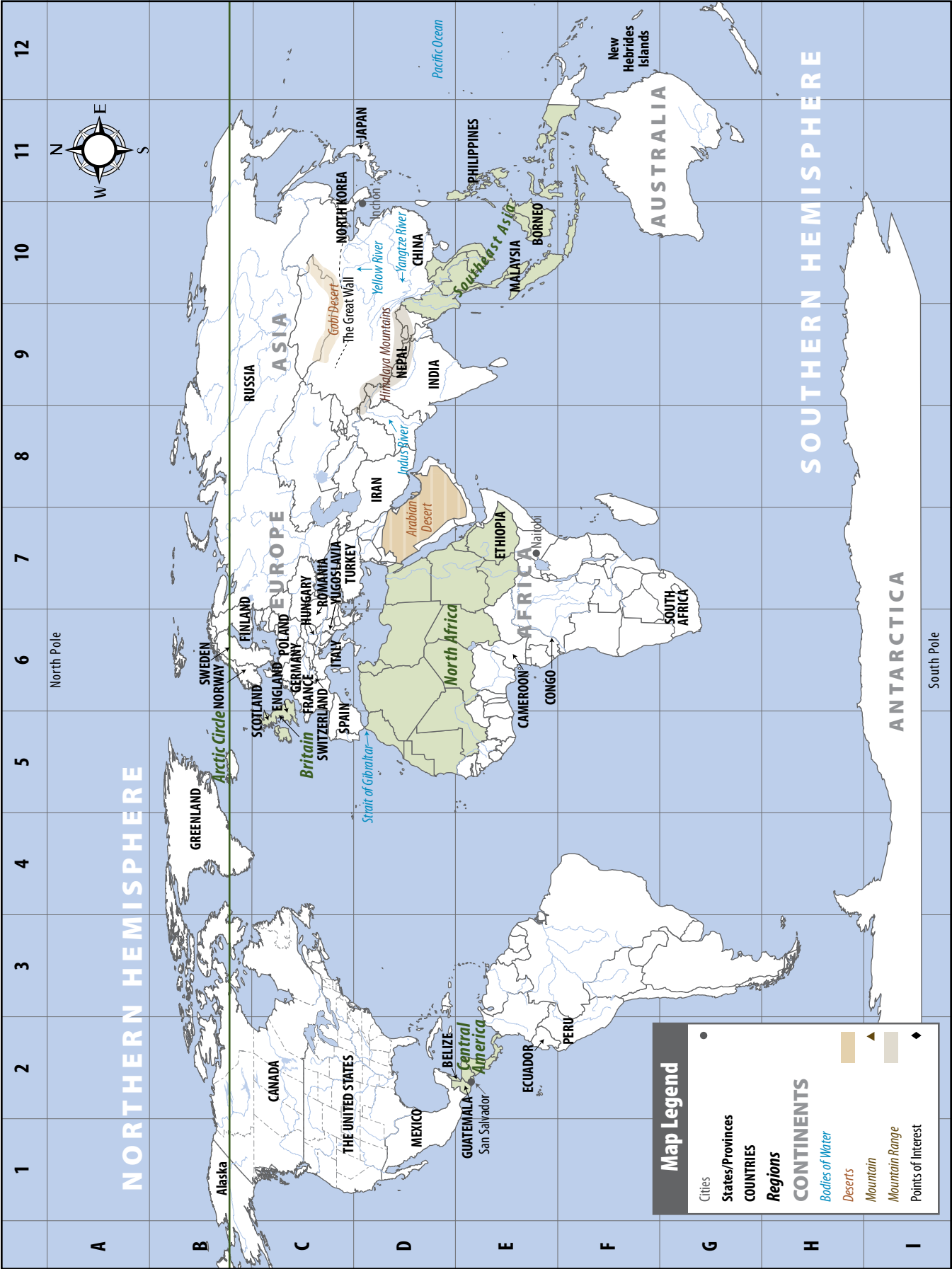
Section Four
New User Information

Instructor's Guide Resources and New User Information

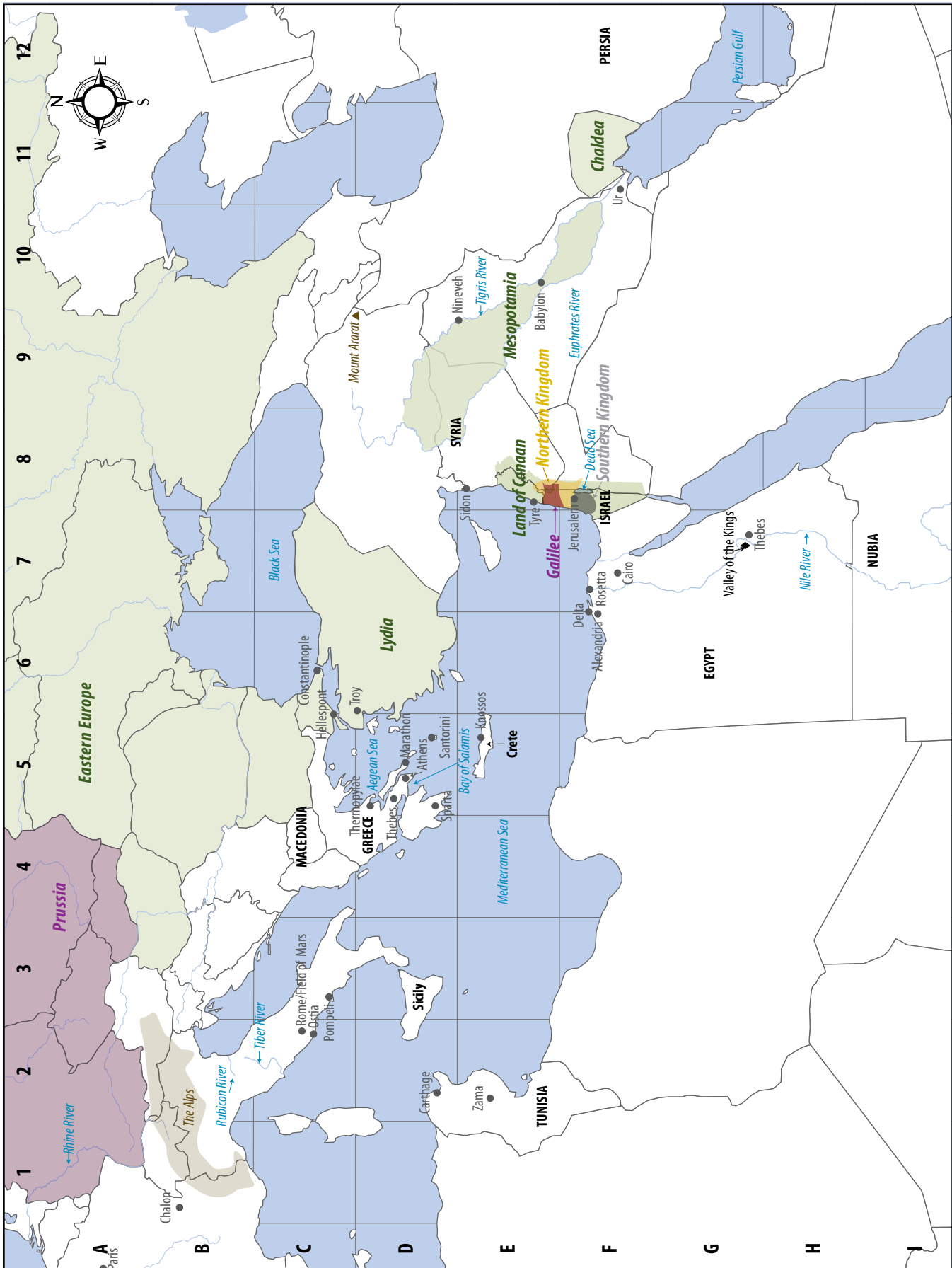
Don't forget to familiarize yourself with some of the great helps in **Section Three** and **Section Four** so you'll know what's there and can turn to it when needed.

Core B—Map 1

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Core B—Map 2



Core B—Map 4

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CORE B		WEEK 1			SCHEDULE	
Date:	Day 1 ¹	Day 2 ²	Day 3 ³	Day 4 ⁴	Day 5 ⁵	
Bible						
Leading Little Ones to God	Lesson 1 pp. 3–4 “Our Hearts Ask for God”		Lesson 2 pp. 4–6 “We Cannot See God”			
Reading	Psalm 105:1–4 🕒	Isaiah 55:1–13	Psalm 104:1–13	Acts 17:16–34	Romans 1:18–23	
Memorization & Sing the Word: A New Commandment	Your memorization of Psalm 1:1 will be due on Week 6. Read Psalm 1:1 ten times this week—twice each day. Think about the meanings of the words and the passage as a whole. —Track 1					
History/Geography						
THUMB	Day One: Tribals					
Usborne Book of Peoples of the World	pp. 2–3 📖	p. 5 📖	pp. 6–7	pp. 8–9		
Missionary Stories with the Millers		Introduction				
5-Day: Usborne Book of Houses and Homes					pp. 2–3	
Read-Alouds						
Charlotte’s Web	chaps. 1–2 🕒	chap. 3	chap. 4	chap. 5		
5-Day: Homer Price					chap. 1	
Favorite Poems of Childhood	“The Land of Nod” p. 1		“Hurt No” & “Cat” p. 2			
Mother Goose Rhymes		“The Man in the Wilderness”				
Other Notes						

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Day 1

Bible

Core B integrates the book *Leading Little Ones to God* as the focus for the Bible curriculum, as well as the CD *Sing the Word: A New Commandment*. We do our best to tie the Bible readings directly to *Leading Little Ones to God* and the topics it covers. Divided into fourteen parts and eighty-six short lessons, *Leading Little Ones to God* by Marian M. Schoolland offers a sweeping overview of God, creation, human beings, the central role of Jesus, the need and method of salvation, discipleship matters, prayer, and the role of the church in God's kingdom. Fortunately, this is all explained in a simple manner so children can understand these weighty topics. Schoolland also offers sections after the readings called, "Something to Talk About," which emphasize comprehension, as well as memory verses and suggested readings, which we integrate into the schedule. Note, too, the prayers included at the end of each lesson. Feel free to simply read through these prayers as written, pray through them, or put them in your own words.

The musical CD *Sing the Word: A New Commandment* is also integrated into our schedule and we trust you and your children will find it as enjoyable as we have!

Bible readings are scheduled daily, while *Leading Little Ones to God* is scheduled sometime between days 1 and 4. If you are following a 4-day schedule feel free to skip the 5th day readings or read them during family devotional time.

While your children may already be aware of the Bible stories we cover, we want them to understand the message underlying the stories in order for them to gain a grasp of God and His work. May your family grow in your understanding and love of God!

Leading Little Ones to God | Lesson 1, pp. 3–4 "Our Hearts Ask for God"

This week you and your children will go through the first two lessons of *Leading Little Ones to God*. We tie the Bible readings to the topics in the book to provide a more cohesive Bible experience. The first two lessons you will cover address questions about God (theology) and what He is like (Lessons 1 and 2).

Rationale: The purpose of this book is to introduce children to some basic theology—using terms they can understand. While some of the writing is done in more old fashioned, or formal mode, with "thee" and "thou" it is worthwhile to push past this and keep going. Feel free to supplement the prayers, hymns and suggested questions with your own way of speaking to the Lord and use the book as simply a place to start (or continue) teaching your children about who God is.

We have you read a lesson that teaches a principle and the Bible passage the book recommends. On the following day, we schedule an additional passage to memorize what you read about on the previous day.

In these Suggested Readings, just marvel at how wonderful and magnificent God is! If you have stories you can share with your children about whatever topic is covered, please share!

Reading | Psalm 105:1–4

Timeline and Map Activities

🕒 **Jesus Christ (ca. 4 BC–AD 29)**

Memorization | Psalm 1:1

Your memorization of Psalm 1 will be due on Week 6. Read Psalm 1:1 ten times this week—twice each day. Think about the meanings of the words and the passage as a whole.

Rationale: Your children's appreciation of Scripture and poetry will grow not only as you read Scriptures and poems together, but also as you encourage your children to memorize passages and poems they especially like, to repeat them in an appropriately expressive fashion and, ultimately, to add body movements that go along with the meaning and movement of the words.

We have found many ways to help our children memorize. The primary method, however, is to repeat, repeat, repeat!

John remembers when he was five, his mom and older brother and he would wash and dry dishes together. There was a period of about two weeks in which his mom and brother sang a song that included all the books of the Old Testament. About two weeks after they had begun singing this song, he shocked them when he joined in singing. They were amazed that he knew all the books of the Bible—yet it had been so easy! To this day, he remembers the books of the Bible because of that song.

Perhaps the hardest aspect of memorization is maintaining children's motivation to keep repeating a passage. We have found the following methods helpful:

- 1) Put the Scripture passage to music and/or create a rhythm by which it can be repeated—tap out the beat while saying the words.
- 2) Act out certain key words with exaggerated and/or ridiculous motions: "Thou (*point with emphasis at your child*) shalt not (*shake your head violently*) kill (*run your hand across your neck in the motion of a knife slitting your throat*)!"
- 3) Engage in a game of "hot potato" while reciting the verse: every time someone receives the "potato," he must say the next word or phrase in the passage; he may not pass it on until he has said that word or phrase.

Whatever means you find that work, use them!

Use the same procedure later in the year with a poem. Lots of practice, very little “testing,” and “performing” will help your children experience poetry as enjoyable word imagery rather than a scary “school” subject. We want children to practice the skills of memorization. As the Psalmist says, it is as we hide God’s word in our hearts (memorize it) that we are equipped to overcome sin (see Psalm 119:11). The more your children practice memorizing, the better they should be able to memorize. Then, we want children to develop self-confidence in presenting themselves before an audience.

***Sing the Word: A New Commandment* | Track 1**

This CD includes all the Sonlight verses set to music. Some customers have mentioned our memorization verses for Bible do not match up with the *Sing the Word* CD tracks in this Core. Please note the scheduled memorization verses are based on readings from *Leading Little Ones to God*. We’ve still scheduled tracks from the *Sing the Word* CD, but sometimes we list them in the schedule for your listening enjoyment and edification only, not for memorization.

Listen to this track the entire week.

History/Geography

THUMB | Tribals

Rationale: Each week on Monday, we’d like to encourage you to pray with your children for various peoples around the world. Most weeks, we read about a specific people group, and several weeks we give an idea to stimulate your prayer times.

In our desire to pray for things close to the heart of God, each week we’ll pray for an unreached people group, or a group of people that has not had a chance to hear God’s Good News. In Revelation 5:9, God promises that there will be people “from every tribe, and language, and people, and nation” that will bring praise to Him before His throne. As we pray, we have an opportunity to partner with God in the work He has said He *will* accomplish.

Missiologists (people who study mission movements) state that there are five main unreached groups on which to focus. They use the acronym **THUMB** to help us easily remember the five groups. The groups are **T**ribals, **H**indus, **U**nreached (or **U**nchurched) Chinese, **M**uslims, and **B**uddhists. We will lightly focus on the first group today and the remaining four over the next four weeks. We will then pray for specific peoples from each of the broad categories of groups on Mondays over the rest of the year.

Pray, Tribals

Tribals tend to live in small villages with people who are inter-related by family and marriage. Most tribals live by farming and hunting. They are, by and large, animists—people who worship spirits. Animists believe spirits surround them in rocks and trees, in the ground and in pretty much any- and everything around them. Animists live in fear of offending a spirit unknowingly. If they do, they

must offer sacrifices to appease the angry spirits. They must ask their shaman [SHAY-mun] or “witch doctor” what sacrifices to offer to appease the angry spirit. Tribals need to hear that Jesus paid the sacrifice for them and that He is stronger than any spirit.

***Usborne Book of Peoples of the World* | pp. 2–3**

Rationale: We begin our year by looking at how people live around the world. We often think the world lives exactly like us. But to understand history and why people live as they do, we need to see the differences. Plus, it’s interesting.

To make sure your children are listening as well as you’d like, after reading each day, have your children tell you what they thought was the most interesting thing they heard. For example, are they surprised at how many languages there are or would they like to start a coin collection?

Note to Mom or Dad: Please note the *Usborne Book of Peoples of the World* contains pictures of people who are rather undressed by Western standards, most specifically on pp. 4, 13, 16 and 19. If your children are sensitive to this, we recommend you look through the book and consider how you might want to handle these illustrations before you read it with your children or let them look at the book on their own.

Read-Alouds

We assign read-alouds to encourage your children to love books, to excite them about other times and expose them to other people, times and places.

In our family, we read the read-alouds last each day. I found it encouraged my children to work hard to get to our favorite time of the day. May these books draw your children to exclaim, “just read one more chapter” as my children did. May you enjoy them as much!

***Charlotte’s Web* | Chapters 1–2**

Explain that the chapter numbers are Roman numerals and have your children read the numbers.

Find the vocabulary words in bold type in a sentence. Read the sentence to your children and see if they can define the word. If they don’t know, just explain what the words mean to your children. For words that are in bold followed by a colon, define the word for your children as you read. They could be unfamiliar words.

Vocabulary

“He’s yours,” said Mr. Arable. “Saved from an **untimely** death.” (*a death that is too early*) [chap. 1]

* * *

runt: a small, weak animal that requires much extra work, therefore farmers usually kill them. [chap. 1]

To Discuss After You Read

- Q: What does the father mean when he says, “Fern is ... trying to rid the world of injustice”? [chap. 1]
A: *this injustice is killing baby animals that are too small, something they have no control over*
- Q: Harrisburg is the capital of Pennsylvania, What is the capital of your state? What is the capital of your country? [chap. 1]
Q: Why did Wilbur have to be sold? [chap. 2]
A: *he was getting too big and needed too much food*

Timeline and Map Activities

- 📍 Harrisburg, Pennsylvania (D10) (map 4) [chap. 1]

Favorite Poems of Childhood | “The Land of Nod” p. 1

Rationale: It takes practice to read poetry correctly. Except when reading nursery rhymes and silly songs, one should normally avoid letting the natural cadence of the rhyme control one’s reading pattern. Rather, you should read a poem for its sense: as if it were prose. Though this may feel a little awkward at first, you will find that it yields great benefits for the listener. Despite the initial feelings of awkwardness, the beauty of the language, the cadence, and the rhyme will all come through.

Day 2

Bible

Reading | Isaiah 55:1–13

Memorization | Psalm 1:1

Sing the Word: A New Commandment | Track 1

History/Geography

Usborne Book of Peoples of the World | p. 5

Note to Mom or Dad: We do not schedule page 4. This presents an evolutionary view of how people have developed. Remind your children that we do not have fossils to prove this theory. Just because a book prints it, that doesn’t make it true. Ask your children why the “monkey people needed to hunt since monkeys nowadays don’t hunt. They eat produce.”

Remind your children that some people groups even today hunt and gather their food. And like the Native Americans, they choose to form their clothes from skins rather than spin cloth.

The book states that at one point, there were no people on Earth. Remind your children that God created this planet for people.

Although I disagree with the evolutionary premise of the book, I’m thankful we have the opportunity to talk through these issues with our children.

Missionary Stories with the Millers | Introduction

Note: *Missionary Stories* was written before the height of the politically correct movement so there are several comments by the author that might make you cringe. Don’t allow these comments to taint your child’s view of peoples around the world, and don’t allow them to frustrate your reading. Use those things that rub you wrong to teach where we would all be but for the grace of God and how our cultural views on others change through the years. Use the author’s comments that you disagree with and discuss them with your children.

Read-Alouds

Charlotte’s Web | Chapter 3

Vocabulary

hullabaloo: a loud noise or uproar.

scythes: a tool with a long curving blade used to cut grass or grain by hand.

slops: inedible human food, left-overs that make great pig food; the word *slops* is also onomatopoeic [on-o-MAH-toe-poe-AY-ic]: i.e., it sounds like what it means.

To Discuss After You Read

- Q: Why does Wilbur escape?
A: *he is bored with his small world*
- Q: Why does he return home?
A: *he is frightened and tired and realizes he’s too young to be on his own*

Mother Goose Rhymes | “The Man in the Wilderness”

Rationale: We include Mother Goose Rhymes to enrich your education, as they are not sold as a separate book. Throughout life, your children will encounter references to these basic rhymes and exposure to them embraces our cultural heritage. So read and enjoy rhymes you probably have not heard since your youth!

The man in the wilderness asked me
How many strawberries grew in the sea.
I answered him as I thought good,
As many as red herrings grew in the wood.

Day 3

Bible

Leading Little Ones to God | Lesson 2, pp. 4–6
“We Cannot See God”

Reading | Psalm 104:1–13

Memorization | Psalm 1:1

Sing the Word: A New Commandment | Track 1

History/Geography

Usborne Book of Peoples of the World | pp. 6–7

Note: This book states that there are 4000 languages in the world. According to Summer Institute of Linguistics, there are actually 6909 languages, though the number is shrinking. One of the reasons the number is going down: about 2000 of the languages have fewer than 1000 people who speak them!

Why does it matter that we know an exact number?

In 1974, missiologist (someone who studies missions), Dr. Ralph Winter presented a paper at the Lausanne Conference with new thinking that encouraged mission leaders to focus on “unreached” or “hidden” peoples. In order to determine just where unreached peoples lived, he recommended they search out and count each unique people group and then purposefully target them with the Good News. Dr. Winter encouraged this thinking in response to Revelations 5:9.

To reach these peoples, Christians are trying to translate books of the Bible into some of the smallest languages (with as few as 250 speakers). Interestingly: Once there is a book in a language, the language will often gain popularity. So the translation may stop a language from going extinct!

To Discuss After You Read

- Q: Which language group does your language come from?
Do you know anyone who speaks a different language?

Read-Alouds

Charlotte’s Web | Chapter 4**Vocabulary**

provender: dry food for livestock.

To Discuss After You Read

- Q: What does Wilbur want more than anything?
A: *a friend*
- Q: How does Wilbur feel when the sheep tells him he is less than nothing?
A: *sad, worthless*
- Q: Have you ever accidentally (or on purpose) made someone feel that way?

Favorite Poems of Childhood | “Hurt No” & “Cat” p. 2

Day 4

Bible

Reading | Acts 17:16–34

Memorization | Psalm 1:1

Sing the Word: A New Commandment | Track 1

History/Geography

Usborne Book of Peoples of the World | pp. 8–9

Note: Many European nations joined together to form the European Union, or EU. They have open borders and share the same money system called the Euro.

To Discuss After You Read

- Q: Do you live in a rich country or a poor country? The Lord tells us to give to those in need. How can you use your money to help?

Read-Alouds

Charlotte’s Web | Chapter 5**Vocabulary**

Underneath her rather bold and cruel **exterior**, she had a kind heart, and she was to prove loyal and true to the very end. (*outside*)

* * *

scheming: making sly plans.

To Discuss After You Read

- Q: How does Charlotte justify catching bugs to eat?
A: *no one feeds her, so she must take care of herself, and if she didn’t rid the world of some bugs, the world would be overrun with the creatures*
- Q: How does Wilbur react to his new friend?
A: *after his initial joy, he is not sure if he’s ready for this type of friend*

Day 5

Bible

Reading | Romans 1:18–23

Memorization | Psalm 1:1

Sing the Word: A New Commandment | Track 1

History/Geography

5-Day: Usborne Book of Houses and Homes | pp. 2–3

Note: Both in days before a written history and today, people live as hunters and gatherers and don’t live in permanent homes.

In our interconnected world, we read about how people live to increase our understanding.

To Discuss After You Read

- Q: Why did people around the world make houses in a wide variety of ways?

A: *they used materials they had, they followed patterns of others who had made them before they experimented and came up with new ideas, followed customs, worked with the weather, etc.*

Read-Alouds

5-Day: *Homer Price* | Chapter 1

Vocabulary

The Case of the **Sensational** Scent (chapter title). (*so unusual or amazing that it easily gets people's attention*)

He decided to name the skunk "**Aroma**." (*any odor*)

The after-shave lotion with the distinctive **invigorating** smell that keeps you on your toes. (*makes you feel alive*)

"The police are **baffled**," the news commentator said. (*confused with no idea how to solve a problem*)

"You must admit, though, that our present condition could be described as begin a **trifle** overcrowded," said the one with the college education. (*of no significance*)

To Discuss After You Read

Note: The sheriff mixes up the letters in his words and often makes new words that don't make any sense; mixed-up words like these are called spoonerisms.¹






Q: Describe how Homer gets Aroma up to his room.

Q: What is wrong with the illustration on p. 25?

A: *there are 5 robbers in bed instead of 4! Whoops! Accidents happen even in finished books* ■

1. The term *spoonerism* comes from the man who made these kinds of mix-ups most famous: the Reverend William Archibald Spooner. The Rev. Spooner once lifted a glass of wine in honor of Queen Victoria. He is reported to have exclaimed, "Three cheers for our queer old dean!" Some other spoonerisms: *ghost town* becomes *toast gown*; *toll booth* becomes *bowl tooth*; a *weeping lizard* becomes a *leaping wizard* Can you think up some of your own?



CORE B		WEEK 2			SCHEDULE	
Date:	Day 1	Day 2	Day 3	Day 4	Day 5	
Bible						
Leading Little Ones to God	Lesson 3 pp. 6–7 “We See God’s Works”		Lesson 4 pp. 7–9 “God Talked to People Long Ago”			
Reading	Psalms 19: 1–7	Psalms 24: 1–10	1 Samuel 3:1–10	Acts 9:1–19	2 Timothy 3:14–17	
Memorization & Sing the Word: A New Commandment	Psalms 1:1–2 —Track 1					
History/Geography						
THUMB	Day One: Hindus					
Usborne Book of Peoples of the World	pp. 10–11	pp. 12–13	pp. 14–15	pp. 16–17		
Missionary Stories with the Millers		chap. 1  	chap. 2 			
5-Day: Usborne Book of Houses and Homes					pp. 4–5	
Read-Alouds						
Charlotte’s Web	chap. 6	chap. 7	chap. 8	chap. 9 		
5-Day: Homer Price					chap. 2 	
Favorite Poems of Childhood	“I Love Little Pussy” p. 3		“Mary’s Lamb” pp. 4–5			
Mother Goose Rhymes		“A Week of Birthdays”				
Other Notes						

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Day 1

Bible

Week 2 of the Bible program continues to cover theology, addressing the wonder of God's creation (Lesson 3) and how God communicated to people in the past (Lesson 4).

Leading Little Ones to God | Lesson 3, pp. 6–7
“We See God’s Works”

To Discuss After You Read

Q: Based on what we learned today do you think the Lord still speaks to people? If He does, have you ever heard Him? Have you ever tried? Would you even want to? Mom, be bold with talking about your experience, or lack there of with your children. One of the best things about homeschooling is it provides time and a place to talk about deep issues.

Reading | Psalm 19: 1–7

Memorization | Psalm 1:1–2

Sing the Word: A New Commandment | Track 1

Listen to this track the entire week.

History/Geography

THUMB | Hindus

Last week we prayed for the first large group of unreached peoples who need to hear about Jesus. We prayed for Tribals, designated by the first letter of the acronym THUMB. Today, we'll pray for the second letter group: **H**indus. Please pray that God will send believers to share the Good News, that the message will land on receptive hearts, and that God will move millions of Hindus to receive new life through Jesus.

Pray, **H**indus

Most Hindus live in India (please refer to (D9) (map 1)), the land where Hinduism began. Many people—including many Hindus in India—believe that India is a Hindu country. But there are so many people in India that, even though Muslims are a small minority within India, there are so many Muslims that India is also the world's third largest Muslim country—after Indonesia and Pakistan! And besides Hindus and Muslims, India also has large numbers of Buddhists.

We should probably start by acknowledging that there is no “one” type of Hinduism; there are many Hinduisms. Some experts suggest that Hindus worship 330 million different gods. But despite the diversity, there are a few common beliefs amongst most Hindus.

One key belief has to do with *reincarnation*. Reincarnation is the idea that, in a way, you never die; you always come back to life in a different form—perhaps as a king or a princess; perhaps as a dog or a worm. Your form in your next life is the result of karma. You will receive “payback” for every good or bad thing you do. And you will be “paid back” either now in this life or later, in your next life.

Karma then produces a third common Hindu belief and practice. That is called the *caste* [cast] system. If you are born into a Brahmin family (one of the highest castes), you receive all kinds of privileges. And everyone in the lower castes is required to honor you. If you're born in one of the lowest castes or as an “untouchable” (or “outcaste”), then you must accept, without complaining, whatever abuse people in the castes above you may heap upon you. After all, the only reason you are a member of such a caste is because of your karma. You deserve it.

According to Hindu belief, the only way you can escape your caste is to die and to be reborn. If you are born into a laboring caste, then you must be a laborer. You cannot, under any circumstances, become a banker or a schoolteacher. That would be to go against your caste.

From a Hindu perspective, if people are kind to or try to help people in one of the bottom castes, they actually do these sufferers an injustice. They are prolonging their suffering. They're not letting them make amends for the mistakes they made in past lives.

The ultimate goal of Hinduism is *Nirvana*, the release of the soul from the otherwise almost endless cycle of reincarnation.

How do you reach Nirvana? By fulfilling all of your duties to your family and society and thus overcoming your bad karma; by meditating, so as to connect with “the god within”; and, finally through acts of worship, temple rituals, and pilgrimages.

To learn more about India and Hindus, you may want to participate in the My Passport to India project at www.mypassporttoindia.com – or simply watch the videos that are there.

Let us pray that the one true God will provide followers of Christ who can tell Hindus how to break free from the enslaving chains of reincarnation.

Usborne Book of Peoples of the World | pp. 10–11

To Discuss After You Read

Q: How would you like to live eating just rice and vegetables?

You could try a vegetarian meal this week with primarily vegetables, beans and rice.

Read-Alouds

Charlotte's Web | Chapter 6

Vocabulary

gratified: pleased.**unremitting:** constant, not slackening.**scruples and compunctions:** a *scruple* is a sense of right and wrong that directs a person's behavior; to *have scruples about* a matter means to feel uncomfortable about doing that thing; *compunction* refers to a feeling of guilt that arises when one has done wrong.**untenable:** not fit to be lived in.**lair:** den of a wild animal.**interlude:** a short break, pause.

To Discuss After You Read

Q: Why don't the geese trust the rat?

A: *he had no morals to keep him acting rightly; he would kill a gosling if he could get away with it***Favorite Poems of Childhood** | "I Love Little Pussy"
p. 3

Day 2

Bible

Reading | Psalm 24:1–10**Memorization** | Psalm 1:1–2**Sing the Word: A New Commandment** | Track 1

History/Geography

Usborne Book of Peoples of the World | pp. 12–13

To Discuss After You Read

Take a few moments and talk about your family values in clothing. How do you want your children to present themselves to the world. For example: sweet, pretty, wholesome girls and helpful, controlled, nice boys. What should that look like? Talk about how our clothing does say something about us. And talk about what you want your children's clothes to say. What do your children think?

Missionary Stories with the Millers | Chapter 1**Note:** In many Sonlight Core programs, we read missionary biographies where they fit historically.

Because all of the biographies we read this year fall outside Ancient History, we choose to spread them out over the course of the year. We schedule them on Tuesday and Wednesday to allow you to recatch your stride on Monday and not overwhelm you on the day we schedule science experiments.

Since these stories are not linked to the Core, feel free to shuffle them to days that work for you.

Note: One customer commented: "Chapter 1 is about missionaries in Congo barely escaping with their lives. (And mentions the many who did not.) It is very dramatic. I had to skip large sections of it. The rest of the book is fine, in fact very nice."

Please take this customer's words to heart and preview Chapter 1 if you have sensitive children.

Why does Sonlight schedule a story where men terrorize missionaries? We want our children to know that evil exists and that God has power to overcome even during times when our help can come from no other place. While God did deliver this couple, so He allows some to die for his glory.

Be aware that on page 7 the author states the people of an African village were "poor, mean, and dirty." Please do not conclude that all Africans are poor, mean, and dirty from this one passage. That is far from true.

The map in Chapter 1 incorrectly labels the area of the Simba rebellion as Congo. The Simba rebellion actually took place in the Democratic Republic of Congo which is a different country.

To Discuss After You Read

Q: Why weren't the Eichers afraid of being killed?

A: *they were not afraid when the rebels threatened them, because they knew the Lord was with them and that they would go home to the Lord if they died*

Q: When we follow the Lord, like the Eicher's, do we need to be afraid of anything that might come against us?

A: *no, just as God was with the Eicher's in the Congo, He was with Daniel in the lion's pit¹ and He is always with us*

Timeline and Map Activities

📍 Congo (Central Africa) (E6) (map 1)

Read-Alouds

Charlotte's Web | Chapter 7

Vocabulary

Stop your crying! I can't stand **hysterics**. (*a fit of uncontrollable laughter or weeping*)

* * *

anesthetic: a substance that produces a loss of feeling.

To Discuss After You Read

Q: When Charlotte promises to save Wilbur, do you think a spider will be able to do so?

Mother Goose Rhymes | "A Week of Birthdays"

Monday's child is fair of face,
Tuesday's child is full of grace,
Wednesday's child is full of woe,

1. Daniel 6:19–23

Thursday's child has far to go,
Friday's child is loving and giving,
Saturday's child works hard for its living,
But the child that's born on the Sabbath day
Is bonny and blithe, and good and gay.

Day 3

Bible

Leading Little Ones to God | Lesson 4, pp. 7–9
“God Talked to People Long Ago”

To Discuss After You Read

Q: Based on what we learned today do you think the Lord still speaks to people? If He does, have you ever heard him? Have you ever tried? Would you even want to?

Note: Be bold with talking about your experience, or lack there of with your children. One of the best things about homeschooling is it provides time and place to talk about deep issues.

Reading | 1 Samuel 3:1–10

Memorization | Psalm 1:1–2

Sing the Word: A New Commandment | Track 1

History/Geography

Usborne Book of Peoples of the World | pp. 14–15

To Discuss After You Read

Just as with our clothing, how we wear make-up and jewelry gets noticed by others. Talk through the message we seek to convey with the items we wear. For example: in our family we choose to not wear scary or creepy items.

Missionary Stories with the Millers | Chapter 2

To Discuss After You Read

Q: What do you think of Ramsey's experience coming to know the truth about Christ? Are you surprised by this method? Did the Lord want Ramsey to steal the Bible so he would come to know God?

Timeline and Map Activities

🌐 *Egypt* (G6) (map 2)

Read-Alouds

Charlotte's Web | Chapter 8

To Discuss After You Read

Q: Why does Mrs. Arable worry about Fern?

A: *she doesn't think that animals can talk and worries because Fern thinks they do talk*

Q: Is Mr. Arable worried about Fern hearing what animals say? Why or why not?

A: *no; he thinks Fern may just have sharper hearing than adults and he knows she has a great imagination*

Favorite Poems of Childhood | “Mary's Lamb” pp. 4–5

Day 4

Bible

Reading | Acts 9: 1–19

Memorization | Psalm 1:1–2

Sing the Word: A New Commandment | Track 1

History/Geography

Usborne Book of Peoples of the World | pp. 16–17

To Discuss After You Read

Q: What crafts interest your children most? You could search for a local craftsman ask to visit their workshop.

Read-Alouds

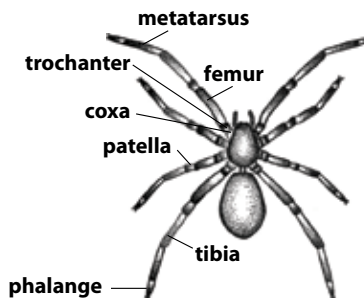
Charlotte's Web | Chapter 9

Vocabulary

spinnerets: the organs which a spider uses to spin the thread for its web.

troupe: a group of traveling performers.

Explain to your children that people have the same bones in our legs that spiders have in theirs: **coxa** is the joint of the hip, **femur** is the upper leg bone, the **trochanter** is either of the two knobs at the top of the femur attaching the muscles between the thigh and pelvis, the **tibia** is one of the two lower leg bones, the **patella** is the knee cap, the **metatarsals** are the foot bones, and the **phalanges** are the toe [or finger] bones.



To Discuss After You Read

Q: Is bridge-building a good example of human weaving? Why or why not?

Timeline and Map Assignments

- 🌐 *Queensborough Bridge: (also known as the 59th Street Bridge in New York City, NY, it was built in 1909 and connects midtown Manhattan with Queens) (D11) (map 4)*

Day 5

Bible

Reading | 2 Timothy 3:14–17

Memorization | Psalm 1:1–2

Sing the Word: A New Commandment | Track 1

History/Geography

5-Day: *Usborne Book of Houses and Homes* | pp. 4–5

To Discuss After You Read

- Q: What are the advantages of a mud hut?
A: *the materials are easy to find and they keep people cool in a hot climate and people can afford them without a mortgage*

Read-Alouds

5-Day: *Homer Price* | Chapter 2

Vocabulary

“Golly,” said Freddy in a **quavery** voice, “do you suppose ... the electric ray? ... Whoo, Lucy, Whoo, Lucy! ... we better park here!” (*shaky or trembling*)

He made faces, just like anybody else, when it was **daubed** on. (*painted on in a rather sloppy way*)

* * *

chromium: a silver metal used to stop corrosion.

colossal: incredibly huge in size or strength.

defied: stood up to something and resist it and said it's not going to have control.

To Discuss After You Read

- Q: Why does Freddy believe Super-Duper is real?
A: *besides being in the comics, Freddy has seen him in the movies*
- Q: Is seeing something in a movie a good reason for believing in it?
A: *no, very little in the movies is real*
- Q: Why do the boys decide to not talk about meeting their hero?
A: *they were very disappointed because their hero wasn't what they thought he was. They didn't care about the comic books anymore. They just hoped that they could trade the comics for something that would have real value*

Timeline and Map Activities

- 🌐 *State College (Midtown, Pennsylvania) (D10) (map 4)* ■



CORE B		WEEK 3			SCHEDULE	
Date:	Day 1	Day 2	Day 3	Day 4	Day 5	
Bible						
Leading Little Ones to God	Lesson 5 pp. 9–10 “God Talks to Us”		Lesson 6 pp. 10–12 “God Sent His Son”			
Reading	1 Peter 1:24, 25	1 Kings 3:4–14	John 14:8–10	1 Timothy 2:1–8	Matthew 1:18–25	
Memorization & Sing the Word: A New Commandment	Psalm 1:1–3 —Track 1					
History/Geography						
THUMB	Day One: Unreached/Unchurched Chinese					
Usborne Book of Peoples of the World	pp. 18–19	pp. 20–21	pp. 22–23	pp. 24–25		
Missionary Stories with the Millers		chap. 3 🌐				
5-Day: Usborne Book of Houses and Homes					pp. 6–7	
Read-Alouds						
Charlotte’s Web	chap. 10	chap. 11	chap. 12	chap. 13		
5-Day: Homer Price					chap. 3	
Favorite Poems of Childhood	“Holding Hands” p. 6		“The Field Mouse” p. 7			
Mother Goose Rhymes		“Old King Cole”				
Other Notes						

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Day 1

Bible

Leading Little Ones to God | Lesson 5, pp. 9–10
"God Talks to Us"

This week *Leading Little Ones to God* is about God talking to us (Lesson 5) and introduces children to Jesus (Lesson 6).

Reading | 1 Peter 1:24, 25

Memorization | Psalm 1:1–3

Sing the Word: A New Commandment | Track 1

Listen to this track the entire week.

History/Geography

THUMB | Unreached/Unchurched Chinese

China and India (please refer to (D10); (D9) (map 1)) have over one billion people each—about a fifth of the world's population each. In 1948, a new government took control in China. It is a Communist government. And it teaches that there is no God. At first, the Communist government outlawed all religions, including Christianity. It threw many Christians into prison. But the Christians kept talking about Jesus. And so, despite the government's rules, the number of Christians kept growing. By 1980, only about 30 years after the Communists took over, many experts thought there might have been 10 times as many Christians as there had been 30 years before. Today, estimates range as high as 20 to 25 times as many. But there are still hundreds of millions of Chinese who have never heard of Jesus and know nothing about His Good News.

Pray, Unreached/Unchurched Chinese

The Chinese Communist government still seeks to repress all religions. But it has approved a church—the Three-Self Patriotic Movement (TSPM) church. Most pastors in the TSPM church preach the gospel. But the TSPM church is watched strictly by the government. And there are only a few TSPM churches compared to the large numbers of people in the country. Moreover, most of these churches are in larger cities. What will happen if the government decides to tighten restrictions again? And what about the vast majority of Christians in China who have never joined the TSPM church—either because they really don't want to be in a government-controlled church or (more likely) because they live too far away from such a church? These Christians suffer tremendous persecution and find it difficult to share their faith with unbelievers without fear of being arrested or abused by the government.

Another key problem: China doesn't have enough Bibles. Yes, the government has sponsored a printing company to produce Bibles, but the Amity Press produces nowhere near enough Bibles to meet the needs even of the Christians that already exist in the country, let alone for evangelism or other purposes. (See <http://bit.ly/chinabibles> for more on this subject.)

Finally, while there are churches and Bibles for the Han Chinese (majority) peoples and languages, many of the minority peoples in China have no churches and no Bibles in their languages or cultures.

So we need to pray for the Christians who are in China, that God will enable them to reach out to their unreached and unchurched neighbors; we need to pray for more Bibles; and we need to pray for all the minority peoples in China who have no Christian witness in their midst.

For more about the exciting story about church growth in China, see <http://bit.ly/chinachurch>.

Usborne Book of Peoples of the World | pp. 18–19

To Discuss After You Read

After reading about the spirit world and the way people try to appease it, take time to talk through with your children that even though there is evil in the world, we serve the most powerful God. We serve One who can conquer all.

Read-Alouds

Charlotte's Web | Chapter 10

Vocabulary

"I was just thinking," said the spider, "that people are very **gullible**." (*easily deceived or cheated*)

"It pays to save things," he said in his **surly** voice. (*grouchy*)

After a while she **bestirred** herself. (*roused, became active*)

To Discuss After You Read

Q: Charlotte knew that if she waited patiently, food would come to her. Do you think a solution will always come to mind if you wait?

A: *while this worked for Charlotte, sometimes we need to do research or ask others for help*

Q: Do you think Charlotte is smart? Why or why not?

A: *she has an amazing vocabulary, and is very observant—so, yes, I think she is smart*

Favorite Poems of Childhood | "Holding Hands" p. 6

Day 2

Bible

Reading | 1 Kings 3:4–14

Memorization | Psalm 1:1–3

Sing the Word: A New Commandment | Track 1

History/Geography

Usborne Book of Peoples of the World | pp. 20–21

This section of the book makes a few statements you may want to modify slightly.

With respect to Judaism—Abraham and Moses were certainly significant figures in Jewish history. Indeed, almost everyone would agree that they were the two primary messengers of God. But according to the Jewish scriptures, God chose many other men (and even a few women) to serve as prophets as well. Regarding Christianity: Most Christians baptize their infants, and godparents are a part of many Christian traditions. Baptists and Anabaptists, however, only baptize adults or older children (usually teenagers) who are able to make what church leaders decide is a credible declaration of faith in Jesus. Many Protestant denominations also forgo godparents.

Missionary Stories with the Millers | Chapter 3

To Discuss After You Read

Q: Do you agree with Sualan that God is always God?

Be encouraged, many times in the Bible the writers use children as examples of faith—take these stories to heart and one day you may encourage an adult in your life.

The author here speaks of “the cruel Japanese.” Remember, this is during a time of war when enemies often behaved cruelly. Remind your children that Japanese as a people are not cruel.

Timeline and Map Activities

🌐 *Japan* (D11); *China* (D10); *Yellow River (Huang He River)* (D10) (map 1)

Read-Alouds

Charlotte’s Web | Chapter 11

Vocabulary

gyromatic: a semi-automatic car transmission used in Dodge cars from 1949 to 1955.

To Discuss After You Read

Q: Charlotte claims that people are very gullible (or believe anything). Do you think she was right? Do you think it makes sense to always believe your eyes? Or can you think of a time when you might not see correctly?

Mother Goose Rhymes | “Old King Cole”

Old King Cole was a merry old soul,
And a merry old soul was he;
He called for his pipe, he called for his bowl,
And he called for his fiddlers three!
And every fiddler, he had a fine fiddle,
And a very fine fiddle had he.
“Twee tweedle dee, tweedle dee,” went the fiddlers.
Oh, there’s none so rare as can compare
With King Cole and his fiddlers three.

Day 3

Bible

Leading Little Ones to God | Lesson 6, pp. 10–12
“God Sent His Son”

Reading | John 14:8–10

Memorization | Psalm 1:1–3

Sing the Word: A New Commandment | Track 1

History/Geography

Usborne Book of Peoples of the World | pp. 22–23

Your book states that Hinduism is the world’s oldest religion. Many scholars question this assertion.

Hinduism promotes the worship of many gods (polytheism), as well as pantheism (the idea that god is [or the gods are] everywhere and in all that exists; i.e., god is [or the gods are] an impersonal divine force). Evidence for this kind of perspective can be traced back to the very earliest human civilizations.

However, worship of one God (monotheism) also can be traced to the beginnings of human cultural development. In short, two views of the development of religion are at odds here. An evolutionary view of religion traces religious origins to forms of worship such as polytheism, while the view known as original monotheism sees religion originally developing from the worship of one God or Supreme Being, then becoming diversified into religions such as polytheism.

For a brief summary of these perspectives see *Neighboring Faiths* by Winfried Corduan (InterVarsity Press).

Read-Alouds

Charlotte’s Web | Chapter 12

Vocabulary

idiosyncrasy: an odd or unusual behavior.

acrobat: one who is skilled at balancing or gymnastics.

baser: inferior, lower class.

gruffly: brusque or stern in manner or appearance; harsh.

gander: an adult male goose.

St. Vitus's Dance: a nervous disorder that causes spasmodic movements in victims' limbs and facial muscles and a general lack of coordination.

To Discuss After You Read

Q: When it comes to helping others, who are you more like: Charlotte (helping because you care) or Templeton (helping because it helps you)? What motivates you (makes you happy) to help?

Favorite Poems of Childhood | "The Field of Mouse"
p. 7

Day 4

Bible

Reading | 1 Timothy 2:1–8

Memorization | Psalm 1:1–3

Sing the Word: A New Commandment | Track 1

History/Geography

Usborne Book of Peoples of the World | pp. 24–25

To Discuss After You Read

Q: What is your favorite holiday? Why?

Read-Alouds

Charlotte's Web | Chapter 13

Vocabulary

aeronaut: one that travels in a balloon.

dung: manure.

orb: something circular.

radial: in rays. Thus the orb lines are the circular lines of a web, the radial extend outward from the center.

To Discuss After You Read

Q: Do you know anyone who has done amazing things like Charlotte's cousins have done?

Q: Describe some of the changes that happen in Wilbur's life as a result of being famous. Were all of them good or pleasant?

A: *his feedings were increased from three meals a day to four meals a day. He got clean, bright straw every day for his bedding instead of cow manure; on the negative side, many people came to gawk at him*

Day 5

Bible

Reading | Matthew 1:18–25

Memorization | Psalm 1:1–3

Sing the Word: A New Commandment | Track 1

History/Geography

5-Day: Usborne Book of Houses and Homes |
pp. 6–7

To Discuss After You Read

Q: Why do the Yanomamo people of the jungle make their homes as they do?

A: *they use materials they have on hand because they are inexpensive and easy to acquire; they build their houses with an open side to let in cool air; they all live together in a large circular house like a small village so they don't have to clear lots of smaller areas and so they can support each other*

Read-Alouds

5-Day: Homer Price | Chapter 3

Vocabulary

By the time Uncle Ulysses and the sheriff arrived and pushed through the crowd the lunchroom was a **calamity** of doughnuts! (*a terrible situation due to something bad*)

* * *

box social: a way to raise money for a worthy cause. Women make lunches or suppers for two people, put them in boxes, and take them to a gathering (the "social"). At the social, men bid on the boxes. The highest bidder gets to enjoy the meal inside the box with the woman who made it. The money paid for the meal then goes to whatever worthy cause the social was created for.

The Red Cross: is a worldwide organization whose members try to help people in times of crisis or disaster. The International Red Cross was started by Jean Henri Dunant [zhon on-REE doo-NAHng], a Swiss man. He was traveling in Italy in 1859 during the Austro-Sardinian War. He saw 40,000 people who had been killed or wounded in battle. He was so horrified at the suffering of the wounded people that he formed a group of volunteers to help people wounded in battle. In 1862, Dunant published a book called *Un Souvenir de Solferino* [Recollections of Solferino]. It ended with the plea, "Would it not be possible to found and organize in all civilized countries permanent societies of volunteers who in time of war would give help to the wounded without regard for their nationality?" There was a good response to Dunant's plea. On Oct. 26, 1863, representatives from 16 nations, as well as several organizations

that were already trying to help people in need, met in Geneva to discuss Dunant's idea. This conference made it possible for the Red Cross movement to begin.

"rides the rods": he sneaks rides on freight trains.

fritter: to waste, a little at a time.

pinochle (PEE-nuckle): a card game with 48 cards.

Zeus: according to Greek mythology, Zeus was the ruler of the gods. Zeus was a sky and weather god, especially associated with rain, thunder, and lightning. The Greeks believed he was all-knowing and all-seeing. The Greeks thought of Zeus as being like a father and a protector, especially of guests and strangers.

To Discuss After You Read

Q: How many labor saving devices does your family have?

A: *possible: toaster, fridge, phone, microwave, dishwasher, computer*

Q: Describe Homer's plan to find the lost bracelet. ■

Core B—Scope and Sequence: Schedule for Topics and Skills ¹					
Week	Memory Work	Bible Reading	History/Social Studies	Geography	Biography
1	Psalm 1:1	Questions about God & What He is like	Cultures; People; Countries	<i>Greece, Africa, India, South America, Middle East, China, Europe, Asia, United States</i>	Millers
2	Psalm 1: 1-2	Wonder of God's creation & How God communicates (past)	Cultures	<i>Southeast Asia, Middle East, South America, Africa, Australia, China, Congo, Egypt</i>	August Eicher
3	Psalm 1:1-3	How God communicates (present)	Cultures; World Religions	<i>India, Japan, Europe, Middle East, Russia, Indonesia, South Africa, New Zealand, China</i>	Gladys Aylward
4	Psalm 1:1-4	One God & His omnipresence	Cultures	<i>Egypt, Europe, Middle East, China, South America, Africa, Belize, Arabian Desert (5-Day), Iran (5-Day)</i>	David Livingstone, Ludlow Walker
5	Psalm 1:1-5	God's omniscience & The Trinity	Archaeology; Early People and Cities	<i>Mesopotamia, Egypt, Mediterranean Sea, Crete, Australia, China, Central America, New Hebrides (Pacific Ocean), Ethiopia</i>	John Paton, Ato Desta
6	Psalm 1:1-6	God's Holiness & Omnipotence	Earliest Civilizations	<i>Mesopotamia, Sumer, Egypt, Southeast Asia</i>	Hudson Taylor, Lillian Trasher
7	1 John 3:4	God's faithfulness & His names	Earliest Civilizations; Ancient Egypt	<i>Egypt, Togo, Mexico, France (5-Day), Philippines (5-Day), Turkey (5-Day)</i>	John Beekman, Menes
8	Psalm 119:105	Creation: Adam & Eve; Why God made us	Ancient Egypt	<i>Egypt, Bhutan, Ecuador, Austria, Himalaya Mountains (5-Day), Nepal (5-Day)</i>	Jim Elliot, David Bontrager
9	Romans 6:23	The fall of Adam & Eve; entrance of Sin; God does what is best	Ancient Egypt	<i>Egypt, Vietnam, India, Peru, Switzerland (5-Day), Japan (5-Day)</i>	Ida Scudder, Jack McGuckin
10	Psalm 23:1	Sin; God's law	Ancient Egypt	<i>Egypt, China, India, Mexico, Greenland (5-Day), Canada (5-Day), Antarctica (5-Day), Norway (5-Day), Finland (5-Day), Sweden (5-Day), Russia (5-Day), Alaska (5-Day)</i>	Mark Kniss, Ruby Scott
11	Philippians 2:8	God's law; Punishment of sins	Ancient Egypt	<i>Egypt, Papua New Guinea, Guatemala, Australia (5-Day), Israel (5-Day)</i>	John Troyer, Tutankhamen
12	Luke 7:16	God's plan for our redemption	Ancient Egypt; Crete	<i>Egypt, Crete, Chad, North Korea, Armenia, Turkey, England (5-Day), Malaysia (5-Day), India (5-Day), Santorini (5-Day)</i>	Bob Pierce, Bob Findley, Elias Riggs

1. **Note to Mom or Dad:** The Summary of Scope and Sequence: Topics and Skills (scope and sequence) information contained in the charts on these pages includes topics and skills covered in the reader pack books that correspond to this level. If you are using a reader pack that corresponds to a different level, please adjust the Summary of Scope and Sequence: Topics and Skills information to reflect those topics covered in the books in your reader pack.

Core B—Scope and Sequence: Schedule for Topics and Skills (cont.)

Week	Memory Work	Bible Reading	History/Social Studies	Geography	Biography
13	John 20:29	God's care over us; Angelic realm	Ancient Civilizations: Crete; India; Babylon; Anatolia	<i>Crete, Mesopotamia, Babylon, Anatolia, Assyria, Senegal, India, Poland, Kenya (5-Day)</i>	Amy Carmichael, Robert Evans
14	John 10:15	Birth of Christ; Christ's obedience	Ancient Egyptians (The New Kingdom); Pharaohs & Pyramids	<i>Egypt, India, Alaska, Afognak (Island), Canada</i>	William Carey
15	Acts 5:29	Jesus, the teacher; Jesus' miracles	Ancient Egypt; Pharaohs & Pyramids; Greek Mythology	<i>Egypt, Colombia, Ur, Canaan, Mediterranean Sea, Israel, South Africa, Greece (5-Day), Persia (5-Day), Spain (5-Day), France (5-Day), Italy (5-Day), North Africa (5-Day)</i>	Raymond Bush, Rameses the Great, Abraham
16	1 John 1:9	What Jesus did: healed the sick & forgave sins	Hittites; Greek Mythology; Mycenaeans	<i>Anatolia, Greece, Mycenae, U.S.A., Sicily (5-Day), Persia (5-Day), India (5-Day), Asia (5-Day), Egypt (5-Day)</i>	Ralph Palmer
17	John 14:6	Transfiguration	Old Testament Peoples & Lands; Ancient Nomads; Trojan War	<i>Middle East, Syrian and Arabian deserts, Jerusalem, Greece, Sudan, El Salvador</i>	Roman and Amanda Mullet, Homer, King David
18	2 Corinthians 5:17	Jesus' death and resurrection	The Phoenicians; Invention of the Alphabet; Spartans; The Olympics	<i>Strait of Gibraltar, Phoenicia, Mediterranean Sea, Tyre, Sidon, Carthage, Greece, Ivory Coast, Belize, Crete (5-Day), Black Sea (5-Day)</i>	Alvin Schlabach
19	Proverbs 29:25	Christ's post-resurrection appearances; Ascension	Rome Founded (Rome Mythology); Assyrians	<i>Italy, Assyria, Jerusalem, Babylon, Ethiopia, Canada, Greece (5-Day)</i>	Alvin Frey, Romulus, Sennacherib, Assur-bani-pal
20	Isaiah 26:3	Holy Spirit	Assyrians; The Medes; The Persians; Lydia; Babylon	<i>Assyria, Babylon, Jerusalem, Persian Empire, Lydia, Malaysia, Canada, Greece (5-Day)</i>	Ralph Hartman, Croesus, Cyrus, Neb-uchadnezzar
21	Ephesians 6:10	Building the church; Importance of confession; Christ is "the way"	Persians; Ancient Europe; tribes of Central and South America; India; Dark Ages in Greece	<i>Europe, Central and South America, India, Japan, Iran, Greece, Nigeria, Prussia</i>	Gautama Buddha, George Müller
22	Matthew 7:7	Christ's role as savior	China	<i>The Great Wall of China, Gobi Desert, Himalaya Mountains, China, Pacific Ocean, Greece (5-Day)</i>	Confucius, George Müller
23	Psalms 91:11	Love God; Love one another; Trust in God	Persians; The Great Wall of China	<i>Persia, China, Greece, Indonesia</i>	George Müller

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Core B—Scope and Sequence: Schedule for Topics and Skills (cont.)					
Week	Memory Work	Bible Reading	History/Social Studies	Geography	Biography
24	1 Timothy 2:8	Giving; Obedience; Work	Rome becomes a Republic; Ancient Greece; The Persian Wars	<i>Rome, Italy, Greece, Lydia, The Persian Empire, Marathon, Thailand</i>	Darius I, George Müller
25	Philippians 4:19	Reading the Bible; Thinking about God	Persian Wars; The Golden Age of Greece	<i>Persia, Greece, Hellespont (Dardanelles), Thermopylae, Bay of Salamis, Peru</i>	George Müller
26	Matthew 18:20	Learning to say “No”; Sharing God's story	The Golden Age of Greece; Peloponnesian War; Alexander the Great	<i>Greece, Nepal, Devon</i>	Socrates, Alexander the Great, Aristotle, George Müller
27	Matthew 28:19	Suffering; Future hope	Scythians; Mongols; Early American Indians; Alexander the Great	<i>Asia, India, Egypt, Alexandria, Greece, China, North and Central America, Tanzania, Bristol, Rome (5-Day), Aegean Sea (5-Day), Ostia (5-Day)</i>	George Müller
28	1 Corinthians 3:9	We need God's help; Power of prayer	Ancient Africa; The Celts; The Romans; First Punic War	<i>Africa, Northern Europe, Carthage, Rome, Italy</i>	George Müller
29	1 Corinthians 15:51	Help from the Holy Spirit & Jesus	Punic Wars; The Roman Empire	<i>Algeria, Spain, Italy, Tunisia, the Alps, Carthage, The Roman Empire, Egypt, Africa, Germany (5-Day)</i>	Hannibal, George Müller
30	Poem	Angels watch over us; Meaning of Prayer	Rome & the Romans	<i>Rome, Papua New Guinea</i>	Columbus, Magellan, George Müller
31	Poem	Prayer	Rome & the Romans	<i>Rome, India</i>	George Müller
32	Poem	Prayer: What to ask & How God responds	Rome & the Romans	<i>Rome, Gaul, Tiber River, The Roman Empire, Romania, Alexandria, Europe, Mediterranean Sea, Micronesia</i>	George Müller
33	Poem	Prayer & Church	The Roman Empire	<i>Rome, Egypt, Spain, England, France, Israel, China</i>	Julius Caesar, Virgil, Horace, Octavius, Jesus, George Müller
34	Poem	Baptism; Holy Communion; Mission of church	The Romans; The Byzantine Empire	<i>Rome, Jerusalem, Pompeii, Europe, Northern Africa, Constantinople, The Byzantine Empire, Syria (5-Day)</i>	Nero, Marcus Aurelius, Constantine I, George Müller
35	Poem	End of the World; Return of Christ	The Romans; Fall of Rome	<i>Rome, Gaul, England, Spain, Italy, Africa, France, Constantinople, Myanmar</i>	George Müller
36	John 14:23	Life after death; Praising God in Eternity	The Romans; The Sassanians; Germanic tribes	<i>Rome, France, England, Constantinople, Byzantine Empire, Mexico</i>	Justinian, King Arthur, George Müller