

Teacher's Notes:

Welcome! Please visit our website LightOfTheWorldLearning.org for teaching resources including PowerPoint slides, teaching guides, videos, training, webinars, and more.

These beginning level (A1) lessons are for students who can already read and write in their native language and know the English letters and numbers 0-9 as a prerequisite for this course. This first lesson reviews the letters and numbers to make sure they understand them well.

Students who do not yet know the English letters and numbers may need to practice this lesson several times. They can also use lower level lessons such as English Foundations from <https://www.anglicare.org.au/> Students who cannot read and write in their native language can be taught with native language primers available from LiteracyInternational.net

Preparation:

- Pray
- Read 1 John 4, and help students to find a Bible in their native language so they can also read and understand it. Sites such as live.Bible.is, ScriptureEarth.org and BibleGateway.com have the Bible in many languages.
- Preview slides and song
- Bring name tags or name cards for yourself and students
- Optional: Bring letter and number cards or blocks to show students



Pray, Review, and Preview

Bible Reading: God is love - [1 John 4:16](#)

Theme: Alphabet and Numbers 0-9 review

Pronunciation: /A/ and /E/

Grammar: Spell your name. What's your phone number?

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Pray

Pray for the class. You may want to thank the Lord for your students, their learning, and for his eternal love.

Review

Review the previous lesson's homework if this is not your first class.

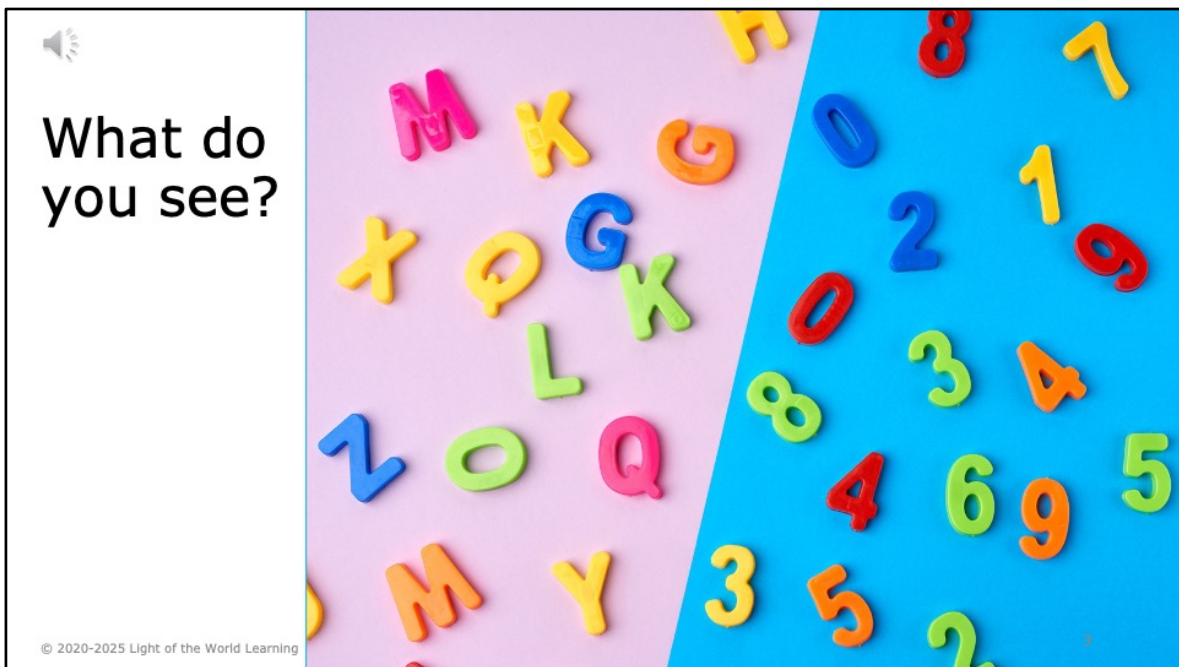
Preview

Bible Reading: God is love. 1 John 4:16 (Note, there are 4 books named "John" in the Bible. This is from 1 John near the end of the Bible after 2 Peter).

Theme: Alphabet and Numbers 0-9 review

Pronunciation: /A/ and /E/ sounds

Grammar: Spell your name. What's your phone number?



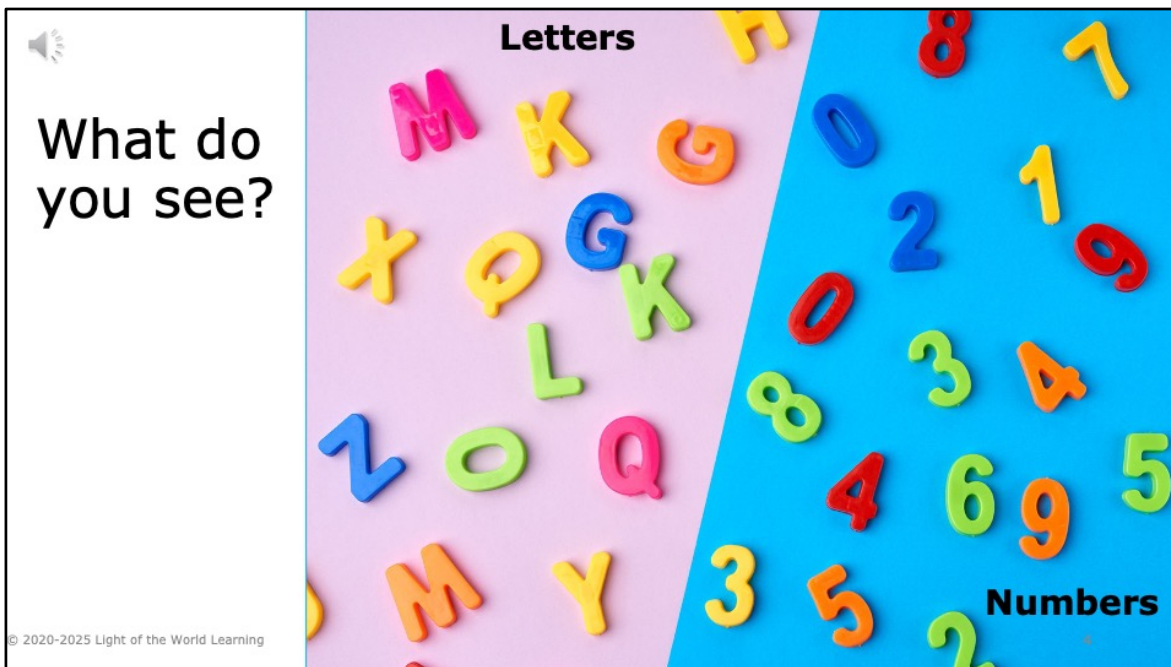
1A. Discuss Theme Picture

- Ask "What do you see in this picture?" and "What else?" to elicit vocabulary they already know.
- Repeat their answers and write, or show their words on the next slide.
- Use English only as much as possible.

Answers may include: letters, numbers, alphabet, M, K, 3, 4, etc.

More advanced students can be encouraged to make complete sentences:

"There are many letters. The number 3 is yellow."



1A. Discuss Theme Picture

Please show the names of the theme picture items to the students briefly.

These words can be studied for homework.

Practice of vocabulary begins with the following slide.



Listen and repeat.


ABCDEFGHIJ KLMNOPQRS TUVW XYZ	0123456789	Adam	A-d-a-m
a letter	a number	to say	to spell
letters	numbers	Please say your name.	Please spell your name.

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2. Vocabulary – You may use letter and number cards and nametags to demonstrate.

1. Say the new words in a simple sentence: "This is a letter." several times, while pointing. "These are letters." Students just watch and listen. Be sure to use a natural speaking voice, and good rhythm and intonation.
2. Say the word and the article that goes with it several times, as you indicate the object. For example, say: a letter, a letter, a letter. Have your students then repeat the word after you several times.
3. Say the word in the same sentence again. Have students repeat after you each time, "This is a letter."
4. Check students' comprehension by asking direct questions. For example, What is this? Is this a number?

 Listen and repeat.

1 A a	2 B b	3 C c	4 D d
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2. Vocabulary – The alphabet

- 1. Model:** Say the letter several times, while pointing to it. For example, "A, A, A." Be sure to use a natural speaking voice, and good rhythm and intonation. Students just watch and listen.
- 2. Repeat:** Say the letter again while you point and ask students to repeat after you.
- 3. Solo:** Ask individual students to say the letters.
- 4. Check students' comprehension by asking direct questions.** For example, *What is this? Is this A?*

Listen and repeat.

5 E e	6 F f	7 G g	8 H h
_____	_____	_____	_____
-----	-----	-----	-----
_____	_____	_____	_____

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2. Vocabulary

- 1. Model:** Say the letter several times, while pointing to it. For example, "A, A, A." Be sure to use a natural speaking voice, and good rhythm and intonation. Students just watch and listen.
- 2. Repeat:** Say the letter again while you point and ask students to repeat after you.
- 3. Solo:** Ask individual students to say the letters.
- 4. Check students' comprehension by asking direct questions.** For example, *What is this? Is this A?*


Listen and repeat.





9 I i	10 J j	11 K k	12 L l
_____	_____	_____	_____
-----	-----	-----	-----
_____	_____	_____	_____

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2. Vocabulary

- 1. Model:** Say the letter several times, while pointing to it. For example, "A, A, A." Be sure to use a natural speaking voice, and good rhythm and intonation. Students just watch and listen.
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 Listen and repeat.

13	14	15	16
M m	N n	O o	P p
			

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- 4. Check students' comprehension by asking direct questions.** For example, *What is this? Is this A?*


 Listen and repeat.

17 Q q	18 R r	19 S s	20 T t
<hr/> <hr style="border-top: 1px dashed;"/> <hr/>	<hr/> <hr style="border-top: 1px dashed;"/> <hr/>	<hr/> <hr style="border-top: 1px dashed;"/> <hr/>	<hr/> <hr style="border-top: 1px dashed;"/> <hr/>

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2. Vocabulary

- 1. Model:** Say the letter several times, while pointing to it. For example, "A, A, A." Be sure to use a natural speaking voice, and good rhythm and intonation. Students just watch and listen.
- 2. Repeat:** Say the letter again while you point and ask students to repeat after you.
- 3. Solo:** Ask individual students to say the letters.
- 4. Check students' comprehension by asking direct questions.** For example, *What is this? Is this A?*


 Listen and repeat.

21	22	23	24
U u	V v	W w	X x
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2. Vocabulary

- 1. Model:** Say the letter several times, while pointing to it. For example, "A, A, A." Be sure to use a natural speaking voice, and good rhythm and intonation. Students just watch and listen.
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- 3. Solo:** Ask individual students to say the letters.
- 4. Check students' comprehension by asking direct questions.** For example, *What is this? Is this A?*

 Listen and repeat.

<p>25</p> <p>Y y</p>	<p>26</p> <p>Z z</p>	<p>0</p> <p>zero</p>	<p>1</p> <p>one</p>
<p>_____</p> <p>-----</p> <p>_____</p>	<p>_____</p> <p>-----</p> <p>_____</p>	<p>_____</p> <p>-----</p> <p>_____</p>	<p>_____</p> <p>-----</p> <p>_____</p>
<p> </p>	<p> </p>	<p> </p>	<p> </p>

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2. Vocabulary – The alphabet and numbers


Note, the number “zero” may also be shortened to “O.”

1. Model: Say the letter or number several times, while pointing to it. For example, “1,1,1.” Be sure to use a natural speaking voice, and good rhythm and intonation. Students just watch and listen.

2. Repeat: Say the letter or number again while you point and ask students to repeat after you.

3. Solo: Ask individual students to say the letters.

4. Check students’ comprehension by asking direct questions. For example, *What is this? Is this 1?*

 Listen and repeat.

2	3	4	5
two	three	four	five
-----	-----	-----	-----
-----	-----	-----	-----

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2. Vocabulary

1. Model: Say the number several times, while pointing to it. For example, "1,1,1." Be sure to use a natural speaking voice, and good rhythm and intonation. Students just watch and listen.

2. Repeat: Say the number again while you point and ask students to repeat after you.

3. Solo: Ask individual students to say the numbers.

4. Check students' comprehension by asking direct questions. For example, *What is this? Is this 5?*

 Listen and repeat.

<p>6</p> <p>six</p> <hr style="border: 1px solid blue;"/> <hr style="border: 1px dashed blue;"/> <hr style="border: 1px solid pink;"/>	<p>7</p> <p>seven</p> <hr style="border: 1px solid blue;"/> <hr style="border: 1px dashed blue;"/> <hr style="border: 1px solid pink;"/>	<p>8</p> <p>eight</p> <hr style="border: 1px solid blue;"/> <hr style="border: 1px dashed blue;"/> <hr style="border: 1px solid pink;"/>	<p>9</p> <p>nine</p> <hr style="border: 1px solid blue;"/> <hr style="border: 1px dashed blue;"/> <hr style="border: 1px solid pink;"/>

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2. Vocabulary

1. Model: Say the number several times, while pointing to it. For example, "1,1,1." Be sure to use a natural speaking voice, and good rhythm and intonation. Students just watch and listen.

2. Repeat: Say the number again while you point and ask students to repeat after you.

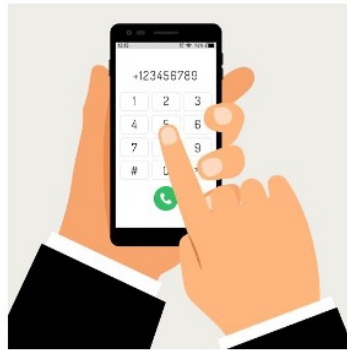
3. Solo: Ask individual students to say the numbers.

4. Check students' comprehension by asking direct questions. For example, *What is this? Is this 5?*



Listen and repeat.

1. Please spell your name.
2. What is your phone number?



2B. Grammar

Model, Repeat, and Solo the pronunciation of these phrases. Demonstrate spelling your name and giving your phone number to the class.

You may also spell the names on your students' nametags and/or the nametags in the picture.



Listen and repeat.

A: What's your name?

B: Adam.

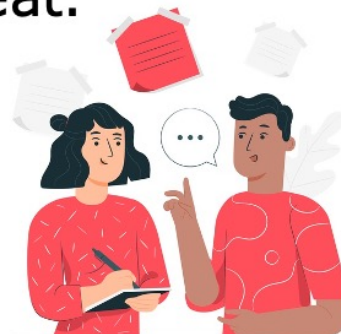
A: Please spell your name.

B: A-d-a-m.

A: What's your phone number?

B: 312-555-7890.

A: Thank you!



3A. Conversation 1:

1. Model: Say both parts of the conversation several times. Use A and B cards, stick figures, or change your physical position to indicate the dual parts. Role play the parts to convey the meaning of the conversation. Students are to watch and listen.
2. Repeat: Say one line at a time and have students repeat until they can be understood.
3. Solo: You begin the conversation and call on individual students to respond. Then reverse the roles (students are A, you are B).
4. Once students can do both parts, encourage free conversation (students substitute the blue words and answer truthfully).



Listen and repeat.

1. /A/	2. /E/
J	B
H	C
A	G
K	T
8	3

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4A. Pronunciation sounds – Long /A/ and Long /E/

1. Model: Say the sound several times while pointing to it. (For example, point to the A and say /A/ /A/ /A/ . Then say the sound and quickly read the entire list, pointing to each item as you read it (/A/ J, H, A, K, 8). Students just watch and listen.
2. Repeat: Say the sound and each example several times, having students repeat each time after you in unison. Be sure to use your normal voice and rate of speed. Do one column at a time, top to bottom.
3. Solo: Call on individuals to say a sound and its group. Give lots of praise.



Listen and repeat.

—	— -
say	letter
spell	number
phone	seven
name	listen
see	thank you



4B. Pronunciation - Hum and clap the stress.

Begin by humming the stress of a column of words. Hum higher, longer and louder for big dashes, lower, shorter and quieter for small dashes.

You may use hand gestures to indicate that the stressed syllable is higher in pitch, longer in duration and louder. Invite your students to join in humming the rhythm. Once the class is humming the rhythm in unison, you can begin saying the words. You may also wish to clap the syllables while you say the words.

1. Model: Hum and then say each word in the group several times. Students listen.
2. Repeat: students repeat words after you in unison.
3. Solo: call on individuals to read the entire group of words.



God is Love

[1 John 4:16 ERV](#)

So we know the love that God has for us, and we trust that love.

God is love. Everyone who lives in love lives in God, and God lives in them.



5: Bible Reading

First help students to find and read 1 John 4:16 in their own language so they understand it. (Note, there are 4 books named "John" in the Bible. This is from **1 John** near the end of the Bible, after 2 Peter). The hyperlink of the Bible verse will take you to <https://live.bible.is> where you can select from over 1,000 languages to read and listen to the verse.

- A. Read the verse out loud to the class in English.
- B. If students ask about specific words, give simple definitions or translate.
- C. Ask volunteers to read aloud sentences.
- D. Ask if they have any questions or comments about the verse or picture. The picture is a father who loves and forgives his son.

◀ Listen and write the letters and numbers.

1.	spell
2.	3456
3.	012
4.	name
5.	say
6.	789
7.	ABC

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6A Activities – Dictation

Read the sets of letters and numbers slowly three times. Do not say the words, just spell them. Students will write them just one time on each line.

For more advanced students, you may hide the word list by making the font white or covering it.

1. A-B-C, A-B-C, A-B-C
2. S-A-Y, S-A-Y, S-A-Y
3. 0-1-2, 0-1-2, 0-1-2
4. 7-8-9, 7-8-9, 7-8-9
5. S-P-E-L-L, S-P-E-L-L, S-P-E-L-L
6. N-A-M-E, N-A-M-E, N-A-M-E
7. 3-4-5-6, 3-4-5-6, 3-4-5-6



Write questions and ask your partner.

Questions	Answers
1. What's your teacher's name?	
2. What's your _____?	
3. Please spell your _____.	
4. What's your phone _____?	

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6B Activities – Pair work

Ask students to complete writing the questions with their own words. Number 1 is an example.

Their questions will vary, but may include:

2. What's your name?
3. Please spell your name
4. What's your phone number?

Then ask students to interview a partner, and write their partner's answers. Then they will switch roles and answer their partner's questions.

Check answers for correct spelling.



Say the letters and numbers



Find 3 License Plates

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6C. Activities - Pair work.

Ask the students to say the letters and numbers of 3 license plates to their partner. The partner must point to (or circle) the correct license plate.

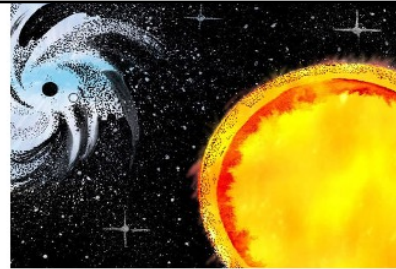
Then switch, and partner B describes the picture while partner A points.

Model by giving an example, say "GLR 154." Repeat if needed. Students should point to the yellow Arizona plate.

Sing the alphabet song!



A-B-C-D-E-F-G
H-I-J-K-L-M-N-O-P
Q-R-S
T-U-V
W-X
Y and Z
Our Lord is the A to Z
He loves us eternally.



7. Song

Students will learn the song and may also sing other songs, if time permits.

1. Model: Read the song lyrics out loud to the class. Ask if there are any questions. Write on board words that students ask about and give simple definitions. Then sing it two or three times, as the students just listen.
2. Repeat: sing the selection again, a line or sentence at a time, as students repeat after you. Then play the recording and sing the song together as a class in unison.
3. Solo: The student sings solo (or if shy, can just read the words aloud).



1 & 2 Homework

1. Read the next lesson's Bible verses: [Isaiah 54:10](#) and [Luke 15:20](#) in your language.
2. Fill in the blanks:
 - A. My name is _____.
 - B. My phone number is _____.
 - C. My teacher's name is _____.
 - D. The numbers are 0,1,____,3,4,____,6,7,____,9
 - E. The letters are A,B,C,____,E,F,G,____,I,J,K,____,M,N,O,____

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Homework 1, and 2 - Reading the next Bible Lesson in L1, and writing

Students will always read the Bible lesson in their first language before reading it in English for the next lesson. Help them get a Bible in their own language if they don't have one. The hyperlink of the Bible verses connects to <https://live.bible.is> where students can select from over 1,000 languages to read and listen to the verses.

Model. Go over all homework assignments to be sure students understand what to do.

Repeat. Encourage students to practice conversing and reading the completed homework assignment with a partner. They may use a bilingual dictionary.

Solo. Students will turn in their work to you. Be sure to check it, including spelling. Explain mistakes, and give them praise and encouragement.

3. Homework. Write the words and numbers.					
ABCDEFGHIJKL MNOPQRSTUW V XYZ	01234567 89	Adam 	A-d-a-m 	zero	nine
a letter					
letters					
two	seven	three	five	one	eight
					8
					eight

Homework 3. – Write the vocabulary words with the pictures

This homework practices writing the vocabulary. The first and last boxes are examples.

1. a letter, letters
2. a number, numbers
3. to say, Say your name.
4. to spell, Spell your name.
5. 0, zero
6. 9, nine
7. 2, two
8. 7, seven
9. 3, three
10. 5, five
11. 1, one
12. 8, eight

4. Homework

Watch and listen to slides 27-52.

Then write and say the letters and numbers on slides 6-14.

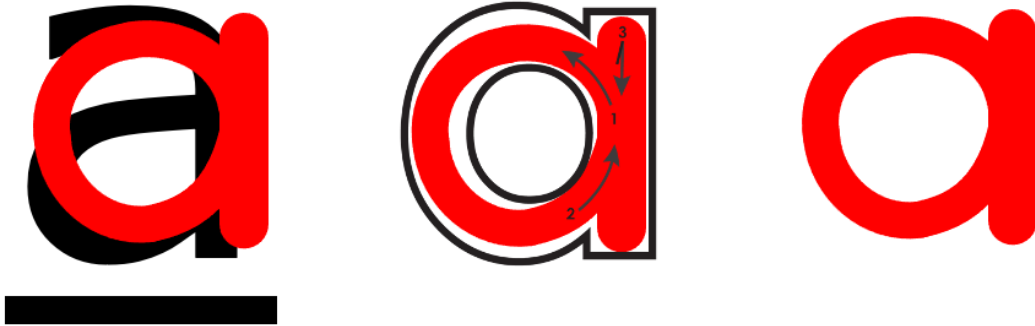
Homework 4 – Write and say the letters and numbers.

This homework practices writing, spelling and pronouncing the letters and numbers.

Slides 27-54 are animated, narrated slides which demonstrate handwriting and letter names. Play the slideshow and ask if students have questions before doing their writing homework. The red letters are vowels and the blue letters are consonants.

Students may write their work on slides 6-14 or on paper or a digital document.

Aa

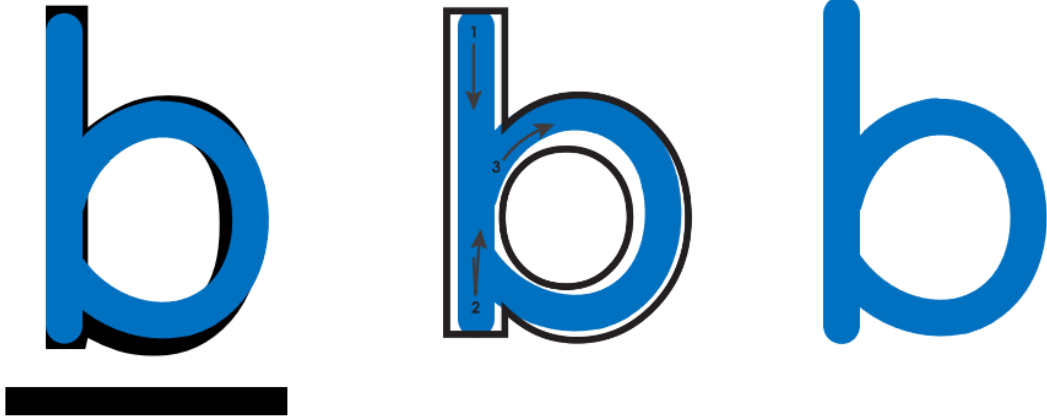


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Laughing Letters on slides 27-52 © 2020 Easy Breezy Reading and used with permission. Visit EasyReadEnglish.com for more resources.

Bb



Cc



Dd



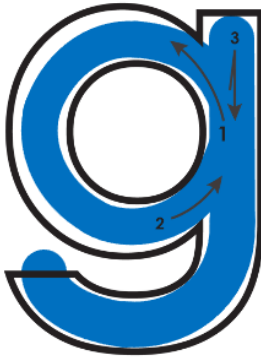
Ee



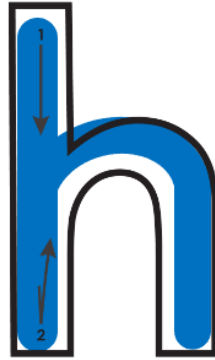
Ff



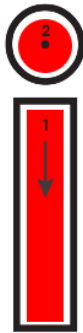
Gg



Hh



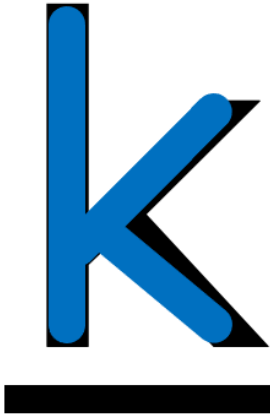
Ii



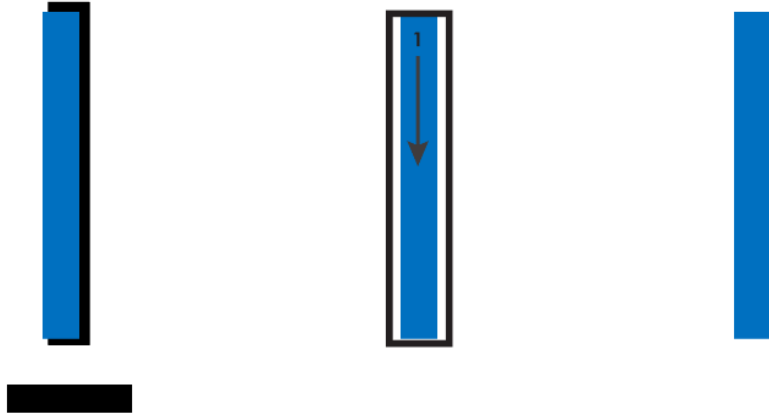
Jj



Kk



L I



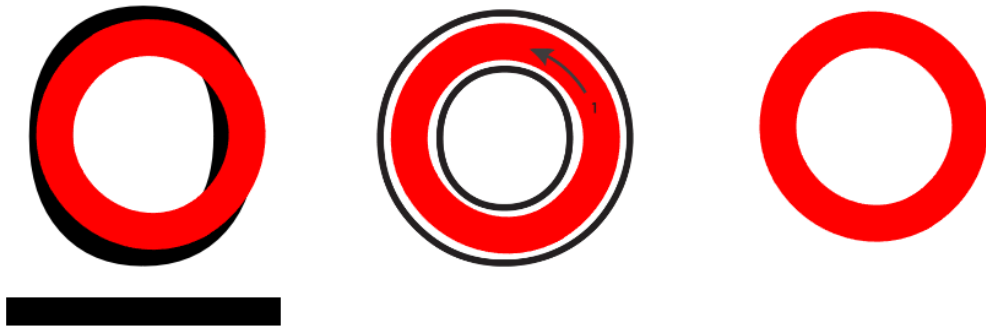
Mm



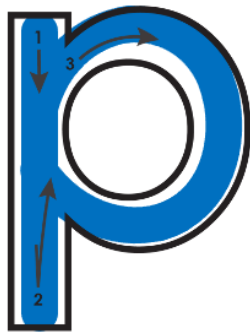
Nn



Oo



Pp



Qq



Rr



Ss



Tt



Uu



Vv



Ww



Xx



Yy



Zz



5. Homework – Circle the word love

Dear friends, we should love each other, because love comes from God. Everyone who loves has become God's child. And so everyone who loves knows God. Anyone who does not love does not know God, because God is love.

1 John 4:7-8 ERV

So we know the love that God has for us, and we trust that love.

God is love. Everyone who lives in love lives in God, and God lives in them.

1 John 4:16 ERV

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Homework 5 – Bible Reading Review

Students may not understand all these words yet, but they can find and circle the word "love" and "loves" which appear several times in these verses from 1 John 4.

6. Homework – Choose 1 Verse to Memorize

A

God is love. Everyone who lives in love lives in God, and God lives in them.

[1 John 4:16b](#) ERV

B

I am the A and the Z, the first and the last, the beginning and the end.

[Revelation 22:13](#) GWT

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Homework 6 – Memorize a Verse

Learners get to choose A, B, or C (on the next slide) to memorize. Please notice that the memory work is not long. Everyone, regardless of skill level, should be able to do it.

1. **Model.** Recite a verse from memory.
2. **Repeat.** Encourage students to find someone with whom to practice conversing and reading the completed homework assignment.
3. **Solo.** Students will recite the verse from memory at the next class.

Note for Revelation 22:13 - Many translations say "I am the Alpha and Omega," these are the first and last letters of the Greek alphabet. A and Z are the first and last letters of the English alphabet.

◀ 6. Homework – Choose 1 Verse to Memorize

C Dear friends, we should love each other, because love comes from God. Everyone who loves has become God's child. And so everyone who loves knows God. Anyone who does not love does not know God, because God is love.

[1 John 4:7-8](#) ERV



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Homework – 6. Memorize a Verse

Learners get to choose A, B, (from previous slide) or C to memorize.



7. Count and write the numbers.



7. Homework – vocabulary review

Count and write the numbers in the boxes.



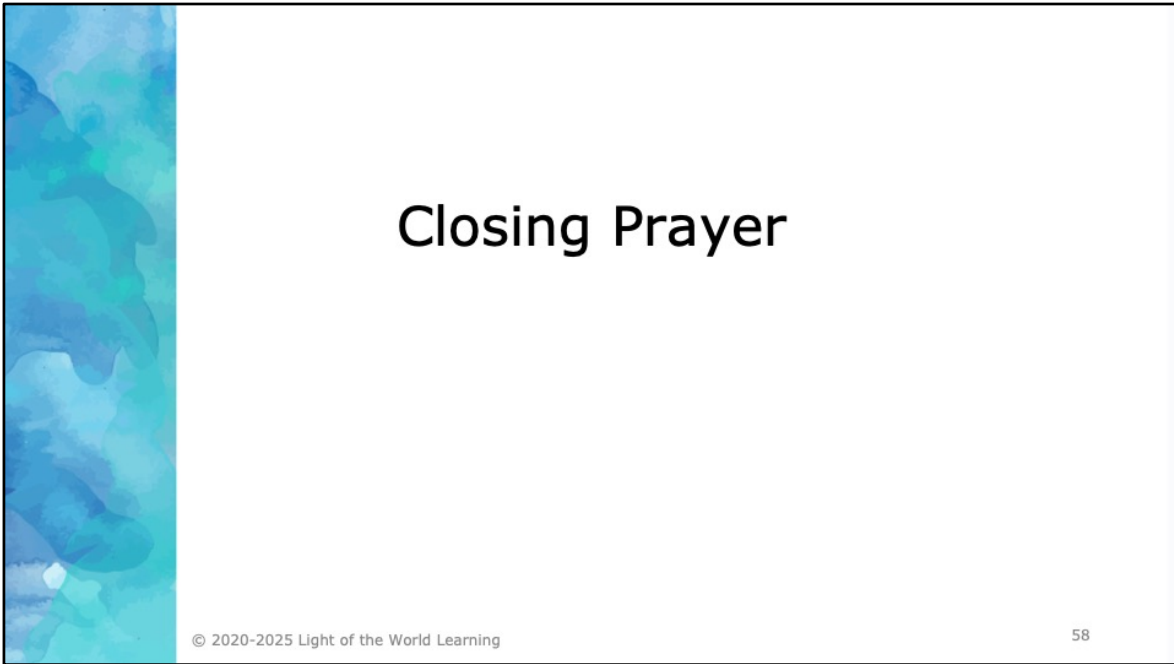
8. Homework - Now I Can...

- I can spell and write my name.
- I can say and write my phone number.
- I can sing or say the ABC song.
- I can say and write the numbers 0-9
- I can say and write the letters A-Z.

Homework 8 – I can statements

The student must be able to achieve all of these skills before the next lesson. If not, the lesson can be repeated or additional practice materials (see notes on slide 1) can be used.

Review all of the skills at the beginning of the next lesson. Be sure to give lots of praise and encouragement!



Pray

You may want to ask for any special prayer requests, then pray for your students and bless them.

Help us share the Light of the World!

Thank you for using our materials. If these lessons are a blessing to you, please give or volunteer to help others learn English through the Bible.

For more information, visit LightOfTheWorldLearning.org



Appendix



- How to Use Lessons: bit.ly/UseLOTW
- Irregular Verb List: bit.ly/ListVerbs
- Lesson Downloads: LightOfTheWorldLearning.org
- Order Books: bit.ly/BooksLOTW
- Share Your Feedback: bit.ly/FeedbackLOTW
- Table of Contents: bit.ly/TocLOTW
- Video Channel: youtube.com/@LightOfTheWorldLearning
- Vocabulary List: bit.ly/VocabUS
- Website: LightOfTheWorldLearning.org

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