

Teacher's Notes:

Bible Reading: The Birth of Jesus (Part 1) – [Matthew 1:18-25](#), [Luke 1:26-35](#), [Isaiah 7:14](#)

Theme: Family

Pronunciation: /w/ and /z/

Grammar: Possessives with apostrophe S and adjectives

- Mary is his mother.
- He is Mary's son.

Preparation:

- Pray
- Read [Matthew 1:18-25](#), [Luke 1:26-35](#), [Isaiah 7:14](#)
- Preview slides and song
- Bring a picture or pictures of your own family to share.



Pray, Review, and Preview

Bible Reading: The Birth of Jesus - Part 1 [Matthew 1:18-25](#), [Luke 1:26-35](#), [Isaiah 7:14](#)

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- Mary is his mother.
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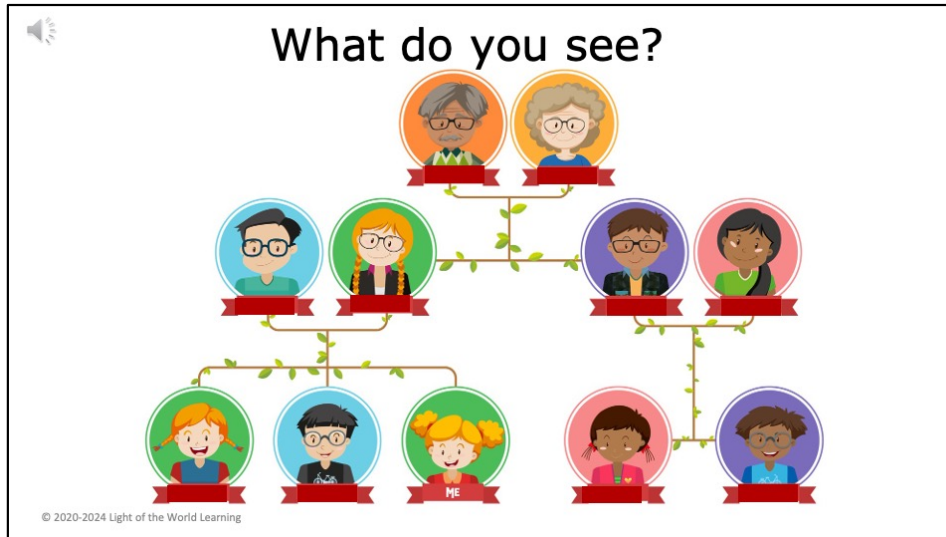
Pray

Pray for the class. You may want to thank the Lord for your family, for being in his family, and for his son!

Check Homework and Review

Ask each student to read aloud or recite their homework from the last class. Check written work. Be sure they have read [Matthew 1:18-25](#), [Luke 1:26-35](#), and [Isaiah 7:14](#) in their native languages in preparation for the lesson.

Review the main points of the previous lesson and ask if there are any questions.



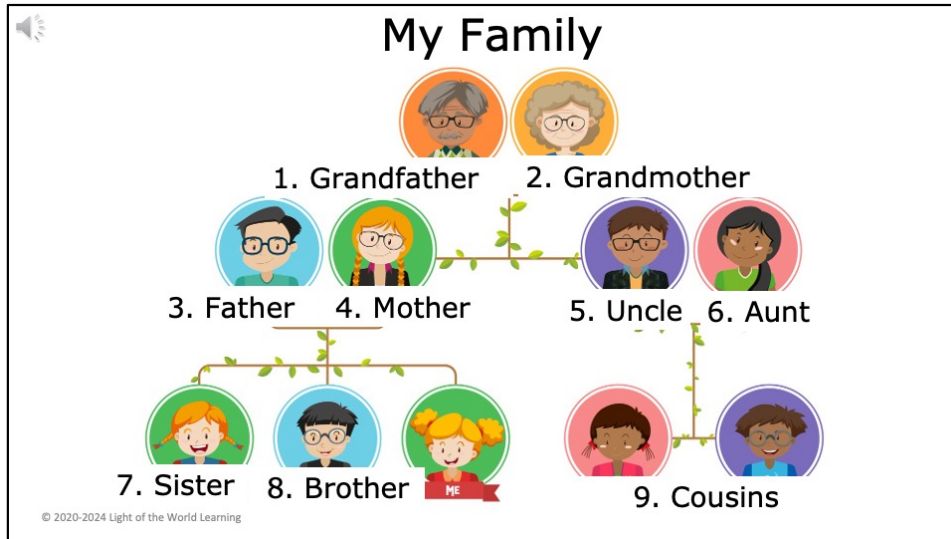
1A. Discuss Theme Picture – A Family Tree

- Ask “What do you see in this picture?” and “What else?” to elicit vocabulary they already know.
- Repeat and write their words or show the words on the next slide.

Answers may include: family, child, boy, girl, brother, sister, aunt, uncle, cousin, husband, wife, daughter, son, parents, mother, father, grandparents, grandmother, grandfather, etc.

More advanced students can be encouraged to make complete sentences:

The girl has two cousins. She has one brother and one sister. Her brother has black hair.







1B. Show Words for Theme Picture

Please say and 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.


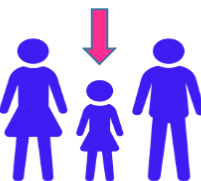
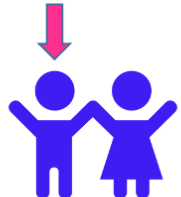
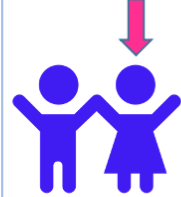
| | | | |
|-----------------------------------------------------------------------------------|------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| 1 | 2 | 3 | 4 |
|  |  |  |  |
| a mother | a father | a grandfather | a grandmother |
| mothers | fathers | grandfathers | grandmothers |

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2A. Vocabulary

1. **Say the new words in a simple sentence:** "This is a mother," several times, while indicating the object or picture. 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 mother, a mother, a mother*. 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 mother."
4. **Check students' comprehension by asking direct questions.** For example, *Who is this? Is this a mother or a father? Is this a grandmother?*

Listen and repeat.


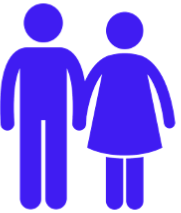

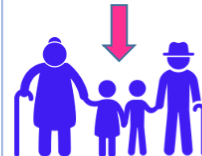
| | | | |
|-----------------------------------------------------------------------------------|------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| 5 | 6 | 7 | 8 |
|  |  |  |  |
| a son | a daughter | a brother | a sister |
| sons | daughters | brothers | sisters |

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2B. Vocabulary

1. **Say the new words in a simple sentence:** "This is a son," several times, while indicating the object or picture. 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 son, a son, a son*. 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 son."
4. **Check students' comprehension by asking direct questions.** For example, *Who is this? Is this a brother or a sister?*

Listen and repeat.

| | | | |
|----------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|
| 9  | 10  | 11  | 12  |
| a wife | a husband | a family | a grandchild |
| wives | husbands | families | grandchildren |



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2C. Vocabulary

1. **Say the new words in a simple sentence:** "This is a wife," several times, while indicating the object or picture. 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 wife, a wife, a wife.*
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 wife."
4. **Check students' comprehension by asking direct questions.** For example, *Who is this? Is this a husband or a wife?*

Listen and repeat.

| Subject Pronoun | Possessive Adjective | Sentence |
|-----------------|----------------------|-----------------------------|
| I | my | I love my father. |
| you | your | You love your grandmother. |
| he | his | He loves his grandchildren. |
| she | her | She loves her husband. |
| it | its | It loves its bed. |
| we | our | We love our parents. |
| they | their | They love their brothers. |

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2D. Grammar

Use the sentences to show the difference between the subject use and the possessive adjective.

Note: **Its** and **it's** can be confusing. Remind students that **it's** with an apostrophe is a contraction for **it is**. **Its** is a possessive adjective for **it**.

Model, Repeat, and Solo the pronunciation of all forms shown on the chart.

You may also give examples and ask questions about yourself and your students: *This is **my** pen. Whose pen is it? Those are **your** books. Whose books are those?*



We can use 'S to show belonging.

| "Of" Phrase | Apostrophe S |
|------------------------|-------------------|
| The wife of Joseph | Joseph's wife |
| The son of Mary | Mary's son |
| The father of Isaac | Isaac's father |
| The mother of the girl | The girl's mother |

1. He is Sara's husband.
2. We are John's parents.
3. They are the boy's grandmothers.

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2E. Grammar

Model, Repeat, and Solo the pronunciation of all forms shown on the chart.

You may also use students' possessions to demonstrate: *Whose pen is this? This is Joe's pen. Whose book is this? This is Susan's book.*



Listen and repeat.

A: Tell me about your family.

B: I have a wife and two children. My son's name is Tim and my daughter's name is Ana. Do you have kids?

A: No, I don't. I'm single and I live with my parents. Their names are Joe and Sara.



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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).
- Once students can do both parts, **encourage free conversation** (students substitute their own words for the blue words).



Listen and repeat.

A: Whose photo is this?

B: This is my **brother's family**. His wife's name is **Mary** and **these are her parents**.

A: How old **are their boys**?

B. They are **four** and **ten**.

A. What a beautiful family!




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3B. Conversation 2

- 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).
- Once students can do both parts, **encourage free conversation** (students substitute their own words for the blue words).

Listen and repeat.

| 1. /w/ | 2. /z/ | 3. Challenge |
|--------|---------|--------------|
| way | his | |
| wife | was | |
| woman | cousin | |
| women | because | |
| was | zero | |



A. The women were cousins.
 B. His wife was with him.

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4A. Pronunciation: Sound and Spelling

Note that the letter w usually has the /w/ sound in the beginning of a word, but not at the end of a word or syllable (cow, saw, new). The s often sounds like a /z/ when it is at the end by itself (his, was, is), but not when spelled ss as in grass, hiss, fuss) When the letter s is between two vowels, it almost always makes the /z/ sound (cousin, because, nose).

1. Model: Say the sound several times while pointing to it.


(For example, point to the **w** and say /w/ /w/ /w/. Then say the sound and quickly read the entire list, pointing to each item as you read it (/w/ way, wife, woman, women, was). Students just watch and listen.







2. Repeat: Say the sound and each word 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 word group.

Give lots of praise.

4. Challenge: Choose another sound from the lesson that is challenging for your particular students to pronounce. Use words from Parts 1 and 2 of the lesson, and from previous lessons to make a group of 3-5 words. You may repeat the same challenging sounds in several lessons. Students need a lot of practice on sounds that do not exist in their first language.

 Listen and repeat.

| A.  | B.   | C.    |
|--------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| son | mother | grandmother |
| their | father | grandfather |
| its | brother | family |
| wife | daughter | grandchildren |

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4B. Hum and clap the stress

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

The Birth of Jesus – Part 1

[Matthew 1:18-25](#), [Luke 1:26-35](#),
[Isaiah 7:14](#)

This is the story of how
Jesus was born.



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5A. Read Story

Students have already read this story in their native language as part of their homework, so it will be familiar even if they do not know all the vocabulary yet. The pictures also help them to understand.

- A. Read the story out loud to the class.
- B. Define words that students ask about.
- C. Ask for volunteers to read aloud paragraphs from the story.
- D. Ask if there are any questions or comments about the story.
- E. Ask the story questions and discuss as a group.



God sent his angel to earth.
The angel went to a young
woman named Mary.

Mary was a virgin.



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5B. Read Story

- A. Read the story out loud to the class.
- B. Define words that students ask about.
- C. Ask for volunteers to read aloud paragraphs from the story.



The angel said to Mary,
"God is pleased with you.
You will be the mother of a baby
boy.
The Holy Spirit will make this
happen."



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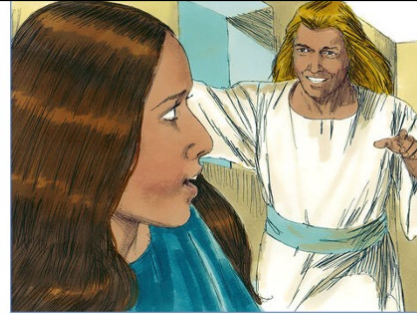
5C. Read Story

- A. Read the story out loud to the class.
- B. Define words that students ask about.
- C. Ask for volunteers to read aloud paragraphs from the story.



"You will name the baby boy
Jesus."

Mary was happy. God was
pleased with her.



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5D. Read Story

- A. Read the story out loud to the class.
- B. Define words that students ask about.
- C. Ask for volunteers to read aloud paragraphs from the story.



A man named Joseph planned to marry Mary. But then Joseph found out she was going to have a baby. He thought that they should not get married.




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5E. Read Story

- A. Read the story out loud to the class.
- B. Define words that students ask about.
- C. Ask for volunteers to read aloud paragraphs from the story.

So, God's angel went to Joseph. He said:
"Joseph, do not be afraid to take Mary as your wife. She will have a baby by the power of the Holy Spirit.



You will name the boy 'Jesus.' He will save the people from their sins."

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5F. Read Story

- A. Read the story out loud to the class.
- B. Define words that students ask about.
- C. Ask for volunteers to read aloud paragraphs from the story.



Joseph did what the
angel told him.
This all happened as God
said it would in the
Bible.



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5G. Read Story

- A. Read the story out loud to the class.
- B. Define words that students ask about.
- C. Ask for volunteers to read aloud paragraphs from the story.



Many years before this, a prophet of God said, "A virgin will have a baby boy. His name will be Immanuel." This means "God is with us." Immanuel is also a name for Jesus.



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5H. Read Story

- A. Read the story out loud to the class.
- B. Define words that students ask about.
- C. Ask for volunteers to read aloud paragraphs from the story.



Answer the questions

1. What did the angel tell Mary?
2. What did the angel tell Joseph?
3. What do you think it means that "God is with us"?
4. Do you think God is with you?



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5I. Story Questions

Ask the questions and discuss as a group. For questions 1 and 2, you may go back to the story to help students find the answer.

Answers:

1. God is pleased with you. You will be the mother of a baby boy.
2. Do not be afraid to take Mary home as your wife. She will have a baby by the power of the Holy Spirit.

For questions 3 and 4, answers will vary.

Ask if they have any other questions or comments about the story.



Listen and write one word per line.

| |
|----|
| 1. |
| 2. |
| 3. |
| 4. |
| 5. |
| 6. |
| 7. |

| | |
|---------|----------|
| way | his |
| wife | was |
| woman | with |
| son | women |
| husband | mother's |
| brother | because |
| father | zero |


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6A. Activities: Dictation of sound/spelling words /w/ and /z/

Read the words with a sample sentence and have students write just one word for each line. Check spelling.

For more advanced students, you can hide the sample word bank.

1. was, was (Mary was a virgin.), was
2. Wife, wife (Mary was Joseph's wife.), wife
3. his, his (His name will be Jesus.), his
4. mother's, mother's (My mother's father is my grandfather.), mother's
5. because, because (Joseph did not want to marry Mary because she was going to have a baby.), because
6. zero, zero (Zero comes before one.), zero
7. Woman, woman (A grandmother is a woman.), woman

 **Ask about your partner's family.**

| Questions | Answers |
|---------------------------------------|------------------------------------|
| 1. Do you have a sister or a brother? | I have a sister but not a brother. |
| 2. How many _____ | |
| 3. Who is your _____ | |
| 4. What is _____ | |
| 5. Do you have any _____ | |
| 6. Do your _____ | |
| 7. Whose _____ | |

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6B. Activities: Pair work

First, ask students to complete writing the questions with their own words. Be sure they put a question mark at the end. Number 1 is an example.

Their questions will vary, but may include:

2. How many brothers do you have?
3. Who is your grandfather?
4. What is your father's name?
5. Do you have any teachers in your family?
6. Do your parents live with you?
7. Whose pen is this?

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 grammar and punctuation.



6C. Activities: Pair work– Ask and answer questions about the picture.

1. Describe the family with simple sentences: This is Joe's family. He has 3 sisters. Joe is John's son. John is Joe's father. Ana is John's wife. May is Joe's baby sister. Adam is Joe's grandfather. Zip is their dog. Etc.
2. Ask the students questions, for example: Who is Eve's grandmother? Who is Ruth's brother? Who are John and Ana's children? Who is Sara's husband? Encourage students to answer with **his, her, their** and apostrophe S possessives: Her grandmother is Sara, or, Eve's grandmother is Sara.
3. Have students work in pairs to ask questions of each other about the picture.



7. Song

He Has the Whole World in His Hands

He has the whole world in his hands. (x4)
He has the little tiny baby in his hands. (x3)
He has you and me brother in his hands. (x3)
He has you and me sister in his hands. (x3)
He has the whole world in his hands.

He has ___ and ___ in his hands.



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7. Songs and Games

Students will learn the new song for the lesson and may also request to sing favorite songs from previous lessons, if time permits.

1. Model: Read the song lyrics out loud to the class. Ask if there are any questions. Define words that students ask about. 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).

It is fun to insert the names of students, countries, or family members into the song. He has Mary and Lisa in his hands, He has

Bosnia and Canada in his hands, He has my father and my mother
in his hands... etc.



1 & 2 Homework

1. Read the next lesson's Bible verses: Luke [2:6-20](#) in your language.
2. Write about Matthew [1:18-25](#) in your own words. You may use [woman](#), [wife](#), [husband](#), [son](#), [her](#), [his](#) and more.
 - A. Mary was a woman.
 - B.
 - C.
 - D.
 - E.
 - F.

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8A. Homework 1 and 2: Reading the next Bible Lesson in L1 and writing about self with new vocabulary













Students will always read the Bible lesson in their first language (L1) before reading it in English the following lesson. Help them get a Bible in their own language if they don't have one. They may also use ScriptureEarth.org or other Bible translation resources.

Model. Go over each of the homework assignments to be sure the student understands what to do.

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

Solo. Students will share their homework when they are finished. After they have shared their homework, be sure to check it for correctness, including spelling. Explain mistakes, while providing praise and encouragement. Answers will vary.

3. Write the words for each picture.

| | | | | | |
|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|
| 1  | 2  | 3  | 4  | 5  | 6  |
| a mother | | | | | |
| mothers | | | | | |
| 7  | 8  | 9  | 10  | 11  | 12  |
| | | | | | |
| | | | | | |

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8B. Homework 3: Write the vocabulary words with the pictures

This homework practices writing the names of family members in singular and plural forms. Number one is an example.

1. mother, mothers
2. father, fathers
3. grandfather, grandfathers
4. son, sons
5. daughter, daughters
6. grandmother, grandmothers
7. brother, brothers
8. sister, sisters
9. wife, wives
10. husband, husbands
11. family, families
12. grandchild, grandchildren

4. Mark the /z/ and /w/ sounds.
Then write and say the sentences

| | |
|-------------------------------------|--|
| A. His name is Abe. | |
| B. Jesus is the way to the Father. | |
| C. Say the numbers from zero to 10. | |
| D. The woman was his wife. | |
| E. Mary was a virgin. | |
| F. I am his cousin. | |

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8C. Homework 4: Write and say sentences with the new sounds.

This homework practices writing, spelling, and pronouncing the /z/ and /w/ sounds.

Answers:

- A. His name is Abe.
- B. Jesus is the way to the Father. (Note, some people pronounce Jesus with an /s/ sound in the middle—both are acceptable.)
- C. Say the numbers from zero to 10.
- D. The woman was his wife.
- E. Mary was a virgin.
- F. I am his cousin.



5. Homework



Put the sentences in order from 1-6 from the story of Mary and the angel.

- The angel told Mary she would have a baby.
- An angel told Joseph, "Do not be afraid."
- 1 An angel came to Mary.
- Joseph married Mary.
- Joseph found out that Mary was going to have a baby.
- Mary was happy that God was pleased with her.

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8D. Homework 5: Bible Story Review

Students may look back at the story to number the sentences from 1 to 6. Number 1 is an example.

Answers:

2. The angel told Mary she would have a baby.
5. An angel told Joseph, "Do not be afraid."
1. An angel came to Mary.
6. Joseph married Mary.
4. Joseph found out that Mary was going to have a baby.
3. Mary was happy that God was pleased with her.

6. Homework – Choose 1 Verse to Memorize

A

Mary said, "I am the Lord's servant. Let this thing you have said happen to me!" Then the angel went away.

[Luke 1:38](#) ERV

B

"The virgin will be pregnant and will give birth to a son. They will name him Immanuel." (Immanuel means "God with us.")

[Matthew 1:23](#) ERV

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8E. 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.

6. Homework – Choose 1 Verse to Memorize

C

"She will give birth to a son. You will name him Jesus. Give him that name because he will save his people from their sins."

[Matthew 1:21](#) ERV



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8F. Homework 6: Memorize a Verse

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



7. Homework

grandfather

father

mother

daughters

sons

family

- A. My grandmother and _____ had two sons.
B. Their oldest son is my _____.
C. My father and _____ had two daughters.
D. There are 5 people in my _____.
E. My boys are my _____.
F. My girls are my _____.



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8G. Homework 7: Grammar Review

Use the words provided to fill in the blanks.

Answers:

- A. grandfather
B. father
C. mother
D. family
E. sons
F. daughters

8. Homework

1. Is the baby a son or a daughter?
2. When was he born?
3. What is his name?
4. How much does he weigh?
5. How do you celebrate new babies in your country?



Welcome our new baby! Born on May 20 to Jonah and Ruth Johnson!

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8H. Homework 8: Everyday Reading and Writing.

The learners will read the birth announcement and answer the questions.

Answers:

1. son
2. May 20
3. His name is Daniel Adam Johnson.
4. 9 pounds 2 ounces
5. Answers will vary.

9. Homework: Share a family photo with your teacher and write 10 sentences about it.



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8I. Homework 9: Writing

Model. Show a photo of your own family and share it with your students. Then write about it. For example: This is my father and my mother. Their names are Bob and Bev. They live in Chicago. In this picture, they are in front of their house. They are smiling and wearing nice clothes because it is Easter.

Answers will vary.



10. Homework - Now I Can...

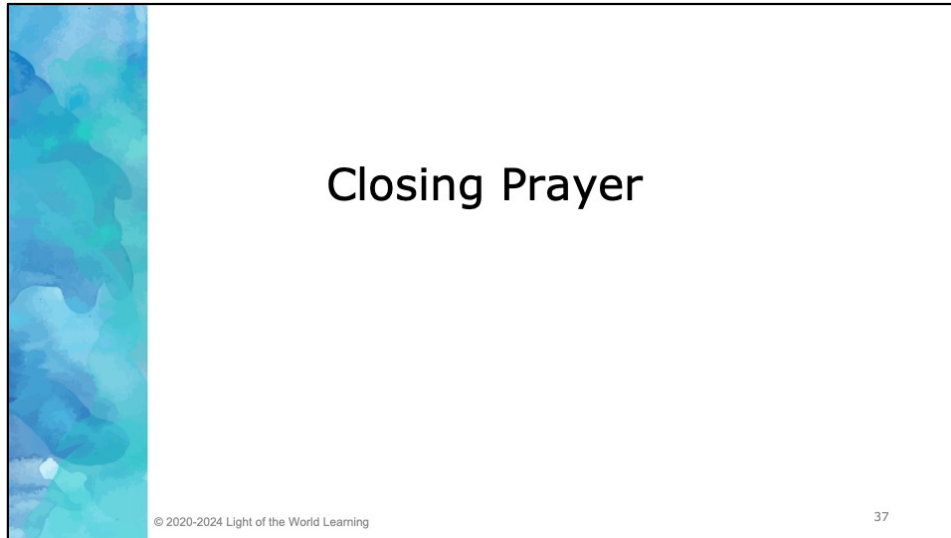
- I can talk about families.
- I can understand, say, read, and write the 12 vocabulary words.
- I can use possessive pronouns and apostrophe S.
- I know Jesus is the son of God born to Mary.

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8J. Homework 10 – 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 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



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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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