

Teacher's Notes:

Bible Reading: Jesus is born (Part 2) – [Luke 2:6-20](#)

Theme: Numbers and quantities

Pronunciation: /v/ and /ks/

Grammar:

- How much/How many?
- Numbers 10-100
- Countable and non-countable nouns

Preparation:

- Pray
- Read [Luke 2:6-20](#)
- Preview slides and song or game
- Optional: a nativity set or a picture of one, a piece of cloth or fabric, Christmas wrapping paper, a box, etc.



Pray, Review, and Preview

Bible Reading: The Birth of Jesus (Part 2) – [Luke 2:6-20](#)

Theme: Numbers and quantities

Pronunciation: /v/ and /ks/

Grammar:

- How much/How many? Numbers 10-100
- Countable and non-countable nouns

Pray

Pray for the class. You may want to thank the Lord for being born and for saving us!

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 [Luke 2:6-20](#) 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

Questions:

- 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:

Answers may include: barn, baby, wrap, cloth, a few shepherds, a peaceful night, Jesus, Mary, Joseph, etc.

More advanced students can be encouraged to make complete sentences:

The baby is lying in a manger. The mother and father are happy.

This painting is *Adoration of the Shepherds* (1622) by Gerard van Honthorst



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.

This painting is *Adoration of the Shepherds* (1622) by Gerard van Honthorst

Listen and repeat.



| | | | |
|---|--|---|---|
| 1 | 2 | 3 | 4 |
|  |  |  |  |
| a baby | a barn | a cloth | an angel |
| babies | barns | cloths | angels |

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2A. Vocabulary

1. **Say the new words in a simple sentence:** "This is a baby" 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 baby, a baby, a baby*. 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 baby."
4. **Check students' comprehension by asking direct questions.** For example, *What is this? Where's the barn? Is this cloth?*

Listen and repeat.

| | | | |
|---|--|---|---|
| 5 | 6 | 7 | 8 |
|  |  |  |  |
| percent | afraid | peaceful | to pay |
| I got 100% correct! | Don't be afraid | He feels peaceful. | He pays for gifts. |

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2B. Vocabulary

- 1. Say the new words in a simple sentence:** "I got 100% correct." several times, while indicating the concept and, in the case of percent, the symbol for this word (%). 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 concept. For example, say: *percent, percent, percent*. 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, "I got 100% correct."
- 4. Check students' comprehension by asking direct questions.** For example, *What is 50%? What do you pay for? Is the boy afraid?*


Listen and repeat.

| | | | |
|---|---|---|---|
| 9 | 10 | 11 | 12 |
|  |  |  |  |
| to wrap | A little | A few | A lot |
| She wraps the baby in cloth. | I have a little water. | I have a few friends. | I have a lot of friends. |

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2C. Vocabulary

1. **Say the new words in a simple sentence:** "She wraps the baby in cloth." several times, while indicating the 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 concept. For example, say: *to wrap, to wrap, to wrap*. 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, "She wraps the baby in cloth."
4. **Check students' comprehension by asking direct questions.** For example, *What is this? Is this a little?*

 Listen and repeat.

| | | | | | | | | | |
|----|----|----|----|----|----|----|----|----|-----|
| 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |
| 11 | 21 | 31 | 41 | 51 | 61 | 71 | 81 | 91 | |
| 12 | 22 | 32 | 42 | 52 | 62 | 72 | 82 | 92 | |
| 13 | 23 | 33 | 43 | 53 | 63 | 73 | 83 | 93 | |
| 14 | 24 | 34 | 44 | 54 | 64 | 74 | 84 | 94 | |
| 15 | 25 | 35 | 45 | 55 | 65 | 75 | 85 | 95 | |
| 16 | 26 | 36 | 46 | 56 | 66 | 76 | 86 | 96 | |
| 17 | 27 | 37 | 47 | 57 | 67 | 77 | 87 | 97 | |
| 18 | 28 | 38 | 48 | 58 | 68 | 78 | 88 | 98 | |
| 19 | 29 | 39 | 49 | 59 | 69 | 79 | 89 | 99 | |

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2D. Vocabulary – Numbers 10-100

Note: The black numbers will be easier to learn, but students will need time to practice and memorize the blue numbers for homework.

- 1. Model** – Read all the numbers column by column.
- 2. Repeat** – Ask students to repeat the numbers.
- 3. Solo** – Ask for volunteers to read a column of numbers solo.

Listen and repeat.

| | Question ? | Answers |
|-----------|--------------|---|
| Non-count | How much...? | I have a lot of candy. I have a little rice. I have some coffee. I don't have much time. |
| Countable | How many...? | He sees a lot of angels. He has 7 children. She has a few babies. I have many barns. |

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2E. Grammar

Note: We use the quantifiers ***much, many, a few, a little, some,*** and ***a lot of*** to talk about quantities and amounts.

Countable nouns are things that can be counted easily: 1 chair, 2 pencils, 3 men.

Non-count nouns are things like liquids, gases, or small grains (rice, sand) that are hard to count individually. Instead we count their containers: one cup of coffee, two bowls of rice, a gallon of water.

How much is used for questions about money, weight, and non-count nouns. For example, "*How much candy is in the grocery store? There is a lot.*"

How many is used for questions about countable nouns. For example, "*How many forks are on the table? There are 3 forks on the table.*"

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

Countable and Non-Countable Nouns.

| Amount | Countable | Non-Countable |
|---------|-----------------------------------|------------------------------------|
| +++++++ | They see a lot of angels. | He has a lot of coffee. |
| +++ | They see a few angels. | He has a little coffee. |
| 1 | They see an angel. | --- |
| 0 | They don't see any angels. | He doesn't have any coffee. |

- A. How much coffee does he have?
B. How many angels do they see?

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2E. Grammar

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



Listen and repeat.

A: How old is your **sister**?
B: **She** is **seventeen** years old.

A: How old is your **grandfather**?
B: **He** is **seventy** years old.

A: Where were you born?
B: I was born in **New York**.

A: When was your son born?
B: He was born on **March 10, 2020**.



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3A. Conversation 1

Note: Asking adults their age is may be considered impolite in social conversation, but it is common in filling out forms.

- 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 their own words for the blue words and answer

truthfully).



Listen and repeat.

A: How many **animals** do you have in your **barn**?

B: We have **a lot of animals**, but **only a little food** for them.

A: How much **food** do you need?

B: We have **10 vegetables in the boxes** but we need **100**.

A: I can give you some more **vegetables**. I have a few at home.

B: Thank you!



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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**, with students substituting their own words for the blue words.



Listen and repeat.

| 1. /v/ | 2. /ks/ | 3. Challenge |
|------------|---------|--------------|
| vegetables | six | |
| eleven | axe | |
| twelve | sex | |
| seven | box | |

- A. She has six boxes.
B. We like vegetables very much.

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

4A. Pronunciation – Sound and Spelling

Note that x is usually pronounced as /ks/ at the end of a word.

- 1. Model: Say the sound several times while pointing to it.**
(For example, point to the **V** and say /v/ /v/ /v/. Then say the sound and quickly read the entire list, pointing to each item as you read it (/v/ *vegetables, eleven, twelve, seven*). 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.  |
|--|--|--|
| few | peaceful | a lot |
| wrap | little | percent |
| cloth | baby | afraid |
| barn | angel | fifteen |

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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 2** [Luke 2:6-20](#)

The time came for Mary to have her baby. Joseph and Mary were in Bethlehem. There was no room for them to stay in. So, they stayed in a barn.



At that time, Mary had her baby, Jesus. She wrapped him in pieces of cloth. She put him in a box for feeding the animals.

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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. Give simple definitions for 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.



Near Bethlehem, some shepherds were taking care of sheep at night. An angel from God came to the shepherds. Then there was a bright light.



The angel said, "Don't be afraid. I have good news for you. This news will make all people very happy. Today your Savior was born. He is Jesus Christ the Lord."

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5B. Read Story

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



Then many angels came. They said, "Praise God in heaven. Peace on earth to all people." Then the angels left the shepherds.



The shepherds left their sheep and ran to find Jesus. They found him in Bethlehem. He was lying in a feeding box. All things the angel said were true.

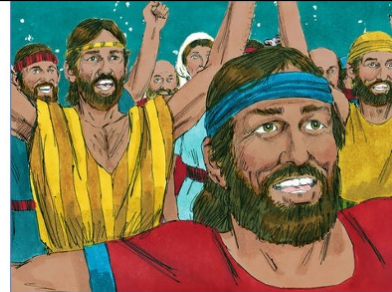
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5C. Read Story

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



The shepherds went back to their sheep. They told everyone about Jesus. They praised God for everything they heard and saw. They were thankful God let them see the Savior, Christ the Lord.



[Luke 2:6-20](#)

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5D. Read Story

- A. Read the story out loud to the class.
- B. Give simple definitions for 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 the shepherds?
2. What did the shepherds tell everyone?
3. Why did God send angels to the shepherds?
4. What does this good news mean to you?



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5E. 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 answers.

Answers:

1. Today your Savior was born. He is Jesus Christ the Lord.
 2. They told everyone about Jesus.
- For questions 3 and 4, answers will vary.

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



Listen and fill in the blanks.



stove

wrap

vegetables

six

weeks

box

gave

twelve

seven

many

I got a big gift __1__ from my mother __2__ weeks ago. It had __3__ things in it. There were some fresh __4__, seven books, and __5__ new wash cloths.

I cooked the vegetables on the __6__, and wrapped the books and cloths. Then I called my friends and invited them to a party. We ate the food and I __7__ them the books and wash cloths. They liked the gifts!

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6A. Activities – Dictation of sound/spelling words /v/ and /ks/

Read the story 3 times as students listen and fill in the words. They can write the answers 1-7 on paper or electronic devices. For more advanced students, you can hide the sample word bank.

I got a big gift box from my mother six weeks ago. It had many things in it. There were some fresh vegetables, seven books, and twelve new wash cloths.

I cooked the vegetables on the stove, and wrapped the books and cloths. Then I called my friends and invited them to a party. We ate the food and I gave them the books and wash cloths. They liked the gifts!



Write questions and ask your partner.

| Questions | Answers |
|-------------------------------|-----------------------|
| 1. How much rice do you have? | I have a lot of rice. |
| 2. How many _____ | |
| 3. How much _____ | |
| 4. Do you have a lot of _____ | |
| 5. Do you have a few _____ | |
| 6. Do you have a little _____ | |
| 7. Do you have many _____ | |

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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.

Their questions will vary, but may include:

2. How many angels are there?
3. How much time do you have to do homework?
4. Do you have a lot of water?
5. Do you have a few minutes?
6. Do you have a little time?
7. Do you have many friends?

Then students 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 the students to ask at least 3 questions about the picture using **how much** or **how many**. The partner can answer using numbers, *a lot, a little, many, some, or a few*.

Then switch, and have partner B ask while partner A answers the questions.

Model by asking, *How many eggs do you see? How much water do you see?*

A. How much? for non-count nouns

milk
 water
 coffee
 tea
 soda
 juice

B. How many? for plural countable nouns

bottles
eggs
cookies
boxes
cans



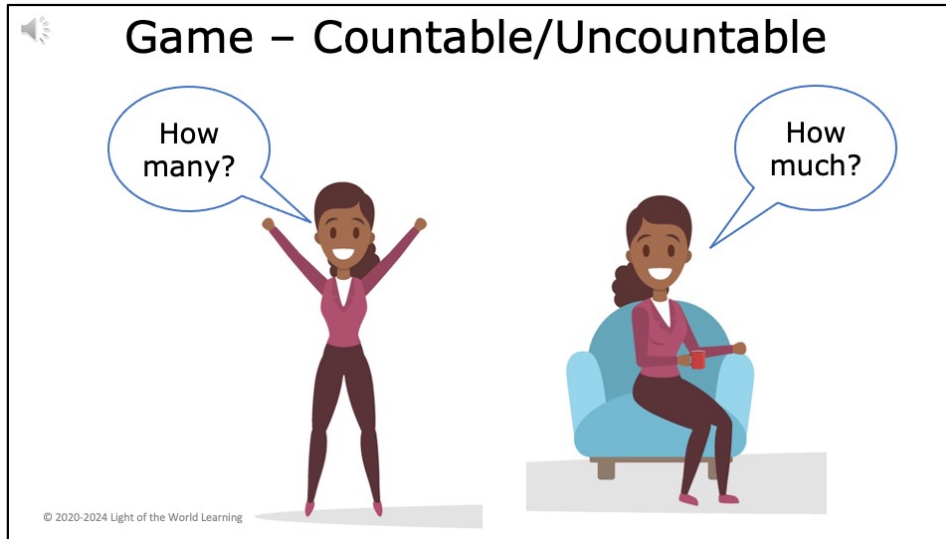
Say and write the missing numbers.

| | | | | | | | | | |
|----|----|----|----|----|----|----|----|----|-----|
| 1 | 2 | 3 | | 5 | | 7 | 8 | | 10 |
| 11 | 12 | | 14 | | 16 | | | 19 | 20 |
| 21 | | 23 | | 25 | | | 28 | | 30 |
| | 32 | | 34 | | 36 | 37 | | 39 | |
| | 42 | | | 45 | | 47 | | | 50 |
| 51 | | 53 | 54 | | 56 | | 58 | | 60 |
| | 62 | | | 65 | 66 | 67 | | | 70 |
| 71 | 72 | 73 | | | 76 | | | 79 | 80 |
| | 82 | | 84 | 85 | | | 88 | 89 | |
| 91 | | | 94 | | | 97 | | 99 | 100 |

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6D. Activities

1. Going by rows, count from one to one hundred aloud. Point to each number as you say it. Ask the students to fill in any missing numbers.
2. Ask the students to count from one to one hundred aloud, pointing to each number.



7. Game

The teacher will say phrases and the students stand if the nouns in the phrases are countable and sit if they are uncountable. If students are unable to stand, they may raise their hands instead.

“Everyone stand up. Are you ready? Okay! Now, if I say a countable, plural noun you will stand up and say, How many? If I say an uncountable or singular noun you will sit down and say, How much?”

1. babies (How many?) I see a few babies.
2. milk (How much?) I have two bottles of milk.
3. coffee (How much?) I drink a lot of coffee.
4. vegetables (How many?) I eat a lot of vegetables.
5. money (How much?) I have a little money.
6. boxes (How many?) I wrap 3 boxes.
7. cloths (How many?) I have 2 wash cloths.
8. friends (How many?) I have a lot of friends.

9. rice (How much?) I buy a little rice.
10. water (How much?) I need 5 bottles of water.
11. people (How many?) I see a lot of people.
12. children (How many?) I have 2 children.
13. tea (How much?) I drink a lot of tea.
14. pencils (How many?) I have 20 pencils.



1 & 2 Homework

1. Read the next lesson's Bible verses: [Matthew 3:13-17](#), [John 1:29-34](#).
2. How much do you pay for...?
 - A. I pay \$3.00 for two boxes of tea.
 - B. water
 - C. stamps
 - D. phone data
 - E. coffee
 - F. rice

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8A. Homework 1 and 2 - Reading the next Bible Lesson in L1 and writing

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 cloth | | | | | |
| cloths | | | | | |
| 7  | 8  | 9  | 10  | 11  | 12  |
| | | | | | |
| | | | | | |

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

This homework practices writing the vocabulary words. Number one is an example.

1. a cloth; cloths
2. percent; I got 100% correct!
3. afraid; Don't be afraid.
4. to wrap; She wraps the baby in cloth.
5. a little; I have a little water.
6. to pay; He pays for gifts.
7. a baby; babies
8. a lot; I have a lot of friends.
9. a barn; barns
10. a few; I have a few friends.
11. peaceful; He feels peaceful.
12. an angel; angels

4. Mark the /v/ and /ks/ sounds. Then write and say the sentences.

| | |
|--|--|
| A. She eats a box of vegetables. | |
| B. Jesus is our Savior. | |
| C. I have six friends. | |
| D. The axe is in the barn. | |
| E. I got twelve percent on the test. | |
| F. We do not know the sex of the baby. | |

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

This homework practices writing, spelling, and pronouncing the /v/ and /ks/ sounds and the other vocabulary in this lesson.

Answers:

- A. She eats a box of vegetables.
- B. Jesus is our Savior.
- C. I have six friends.
- D. The axe is in the barn.
- E. I got twelve percent in the test.
- F. We do not know the sex of the baby.



5. Homework



Put the sentences in order from 1-6
from the story of The Birth of Jesus.

- The shepherds told everyone about Jesus being our Savior.
- The baby Jesus was born.
- Many angels appeared to the shepherds.
- Jesus was wrapped in pieces of cloth and placed in a box.
- 1 Mary and Joseph stayed in a barn.
- An angel told shepherds the good news about Jesus our Savior.

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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 the example.

Answers:

6. The shepherds told everyone about Jesus being our Savior.
2. The baby Jesus was born.
5. Many angels appeared to the shepherds.
3. Jesus was wrapped in pieces of cloth and placed in a box.
1. Mary and Joseph stayed in a barn.
4. An angel told shepherds the good news about Jesus our Savior.

6. Homework – Choose 1 Verse to Memorize

A

"I have good news for you. This news will make all people very happy. Today your Savior was born. He is Jesus Christ the Lord."

[Luke 2:10-11](#) ERV

B

"He sent me to free those who have been treated badly and to announce that the time has come for the Lord to show his kindness."

[Luke 4:18-19](#) 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

“I was born for this: to tell people about the truth. That is why I came into the world. And everyone who belongs to the truth listens to me.”

[John 18:37](#) 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

how much

how many

a few

a lot

- A. Do you know _____ babies are in the church today?
- B. He has _____ of friends.
- C. _____ money is on the table?
- D. _____ shepherds saw Jesus?
- E. _____ times do I have to tell you?
- F. I know _____ very peaceful people.

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8G. Homework 7 – Grammar Review

Use the words provided to fill in the blanks of the sentences. To model, write "We know **how many** are in the class. **A lot** of girls are at the party. **How many** dogs live in the house?"

Answers:

- A. Do you know **how many** babies are in the church today?
- B. He has **a lot** of friends.
- C. **How much** money is on the table?
- D. **How many** shepherds saw Jesus?
- E. **How many** times do I have to tell you?
- F. I know **a few** very peaceful people.

8. Homework

- A. What will we do at church?
- B. How much time will you give?
- C. When is the party?
- D. How many volunteers are needed?
- E. How do you celebrate holidays?



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Please join us at church for a Christmas wrapping party!
We will wrap many gifts to give to children in our city. Please give 60 minutes of your time to wrap boxes. You can also drink some tea and eat a few cookies. We need at least 35 volunteers on December 19 at 6:30 PM. Bring some friends and celebrate the birth of Jesus!

8H. Homework 8 – Everyday Reading and Writing.

The learners will read the announcement and answer the questions.

Answers:

- A. Wrap gifts.
- B. 60 minutes.
- C. December 19 at 6:30 PM
- D. 35
- E. Answers will vary.



9. Homework – Write your answers

How do people in your country...?

- A. dress babies?
- B. celebrate Christmas?
- C. wrap gifts?
- D. use barns?
- E. make cloth?



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8I. Homework 9 – Writing about theme or Bible Story

Model. Write something about clothing in **your** culture and share it with the students. For example, "In the USA, we often dress babies according to their sex. Girls wear pink and boys wear blue."



10. Write and say the numbers.

| | | | | | | | | | | |
|----|--|--|--|--|--|--|--|--|--|-----|
| 11 | | | | | | | | | | |
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| | | | | | | | | | | 100 |

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8J. Homework 10

This homework practices writing of numbers from 11 to 100. After it has been completed, correct homework and ask students in class to say at least 10 numbers per student.



11. Homework - Now I Can...

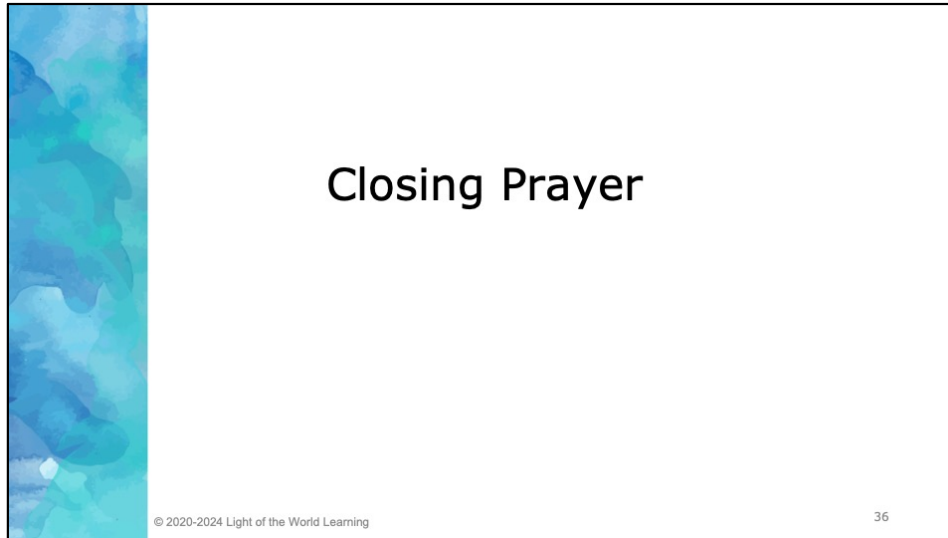
- I can say and understand the numbers 1-100.
- I can ask and answer "how many?" and "how much?"
- I understand countable and non-countable nouns.
- I understand the reason for the birth of Jesus and the good news.

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8K. Homework 11 – 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



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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