

Teacher's Notes:

Bible Reading: Tabitha is Raised from Death – [Acts 9:36-43](#)

Theme: Describing Things

Pronunciation: /ck/ and /ong/

Grammar:

Comparisons – God is stronger than us.

Preparation:

- Pray
- Read [Acts 9](#)
- Preview slides and song
- Optional: Bring objects to be used in comparing shapes, sizes, or colors.



Pray, Review, and Preview

Bible Reading: Tabitha is Raised from Death – [Acts 9:36-43](#)

Theme: Describing Things

Pronunciation: /k/ spelled -ck and /ong/

Grammar: Comparisons – Jesus is brighter than sunlight.
God is stronger than us.

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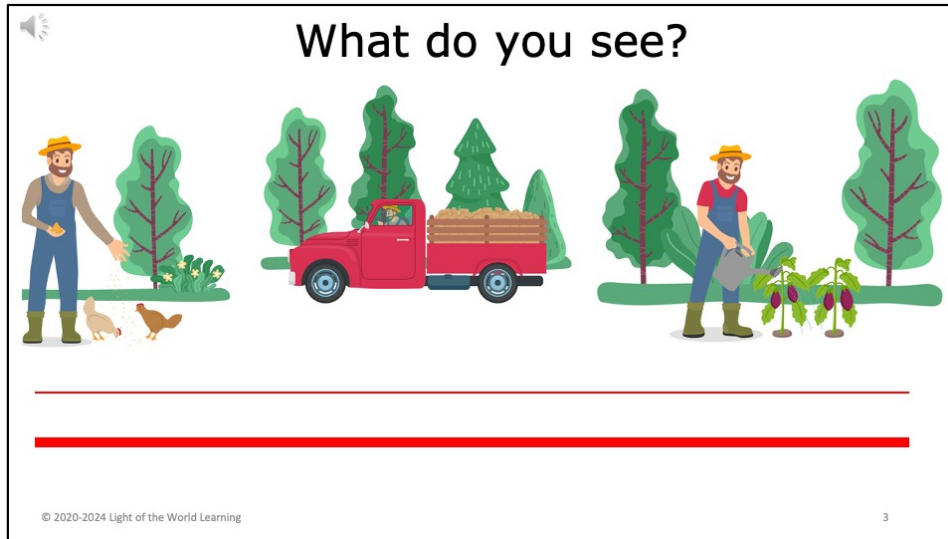
Pray

Pray for the class. You may want to thank the Lord for various things and for giving life—“life that is full and good” (John 10:10)!

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 [Acts 9:36-43](#) 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

Ask students "What do you see in this picture?" and "What else?" Repeat and write their words.

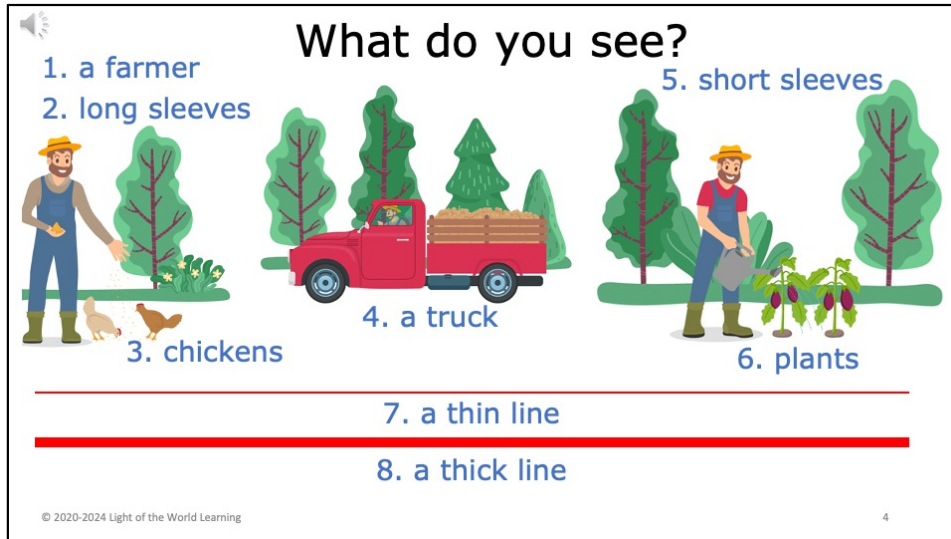
Answers may include: farmer, long sleeves, short sleeves, chickens, truck, thin line, thick line, trees, flowers, watering can, etc.

More advanced students can be encouraged to make complete sentences:

I see a thin line and a thick line. The farmer in long sleeves is feeding the chickens. The farmer in short sleeves is watering the plants.

What do you see?

1. a farmer
2. long sleeves
3. chickens
4. a truck
5. short sleeves
6. plants
7. a thin line
8. a thick line



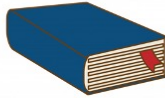

The image shows a farm scene with three main areas. On the left, a farmer in a blue long-sleeved shirt and a yellow hat stands next to a tree, with two chickens nearby. In the center, a red truck is loaded with hay. On the right, a farmer in a red short-sleeved shirt and a yellow hat is watering plants. Below the illustrations are two horizontal lines: a thin red line and a thick red line. A speaker icon is in the top left corner.

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1B. Show Theme Picture Words

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 backpack	a chicken	thick	thin
backpacks	chickens	a thick book	a thin book

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2A. Vocabulary





1. Say the new words in a simple sentence: "This is a backpack" 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 backpack, a backpack, a backpack, a backpack*. 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 backpack."

4. Check students' comprehension by asking direct questions. For example, *What is this? Where's the chicken? Is this a chicken?*

Listen and repeat.

5 	6 	7 	8 
a truck	long	correct	wrong
trucks	Her hair is long.	The answer is correct.	The answer is wrong.

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2B. Vocabulary

Note: When describing something or someone in a simple sentence that uses the verb "is," the last word is called a complement. Complements provide descriptive detail about the subject. For example, "The answer is correct."

1. Say the new words in a simple sentence: "This is a truck." 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 truck, a truck, a truck*. 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 truck."

4. Check students' comprehension by asking direct questions.

For example, *What is this? Where's the truck? Is this long?*

Listen and repeat.

9	10	11	12
			
weak	strong	rich	poor
He is weak.	The man is strong.	She is rich.	They are poor.

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2C. Vocabulary

Note: When describing something or someone in a simple sentence that uses the verb "is," the last word is called a complement. Complements provide descriptive detail about the subject. For example, "He is weak."

1. Say the new words in a simple sentence: "He is weak." 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: *weak, weak, weak*. 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, "He is weak."

4. Check students' comprehension by asking direct questions.

For example, *What is this? Where's rich? Is this strong?*

Listen and repeat.

Adjective	+ -er	than	Sentence
1. long	longer		Her hair is longer than his hair.
2. strong	stronger		He is stronger than the chicken.
3. weak	weaker		The chicken is weaker than me.
4. big	bigger		The truck is bigger than the car.
5. happy	happier		I am happier than yesterday.
6. good	*better		My English is better than before.
7. bad	*worse		My grades were worse last month.

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2D. Grammar: Comparisons

1-3. Adjectives with 1 syllable can be changed to the comparative form by adding *-er* at the end of the word. For example, *small-smaller*.

4. When the word ends in a consonant, vowel, consonant (CVC) combination, the last letter of the word is doubled before *-er* is added: *big-bigger, mad-madder, sad-sadder*.

5. In 2 syllable adjectives ending in *y*, the *y* changes to an *i* before adding the *-er*: *happy-happier, friendly-friendlier, shiny-shinier*.


6-7 *Note: *Good* and *bad* have irregular comparative forms: *better* and *worse*.

For two syllable adjectives that don't end in *y* and for adjectives with 3 or more syllables, instead of adding *-er* at the end for comparisons add *more* in front of the word: *fragrant-more fragrant, beautiful-more beautiful*.

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

Comparisons

A. Stronger
B. Weaker
C. Happier
D. Better



Number ____ is _____ than number ____.

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2E. Vocabulary & Grammar Practice

Ask the students to work with a partner and complete the sentence using comparisons. Each student should come up with at least two comparative sentences. The partner must write the sentences. Then switch and have the first student write down the second student's sentences.

Model by giving an example, "Boy number 1 is stronger than boy number 2."

Comparisons

1 Before **2 After**

A. Clean
B. Dirty
C. Happy
D. Sad
E. Good*
F. Bad*

Number ____ is _____ than number ____.

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2F. Vocabulary & Grammar Practice


Ask the students to work with a partner and complete the sentence using comparisons. Each student should come up with at least two comparative sentences. The partner must write the sentences. Then switch and have the first student write down the second student's sentences.

Model by giving an example, "Shirt number 2 is cleaner than shirt number 1."


Comparisons

- A. Rich
- B. Poor
- C. Happy
- D. Sad
- E. Good*
- F. Bad*

1



2



Number ____ is _____ number ____.

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2G. Vocabulary & Grammar Practice

Ask the students to work with a partner and complete the sentence using comparisons. Each student should come up with at least two comparative sentences. The partner must write the sentences. Then switch and have the first student write down the second student's sentences.

Model by giving an example, "Number 2 is richer than number 1."



Listen and repeat.

A: Did you get question two **correct** on the test?

B: No, I got that **wrong**. I didn't read the book. It is too **thick**. I like **thin** books.

A: You should try. It's a good story. You can use my book. I have it in my **backpack**.

B: Thank you. I will try.



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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).

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



Listen and repeat.

1. /k/ -ck	2. /ong/	3. Challenge
thick	strong	
clock	long	
rock	song	
truck	wrong	
chicken	belong	

- A. The chicken is in the truck.
 B. The song was very long.

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4A. Pronunciation - Sound and Spelling


1. Model: Say the sound several times while pointing to it. (For example, point to the **ck** and say /k/k/k/. **Then say the sound and quickly read the entire list, pointing to each item as you read it** (/k/ *thick, clock, rock, truck, chicken*). 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  
long	longer	correct
strong	stronger	believed
thick	backpack	compare
thin	chicken	arrived

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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.

Tabitha is Raised from Death [Acts 9:36-43](#)



Tabitha lived in Joppa. She believed in Jesus. She always did good things for other people. She helped the poor and the widows. She made clothes and gave them to people.

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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. Write words that students ask about on the board and give simple definitions.
- 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.



But one day, Tabitha got sick. Her sickness was so bad that she died.

Peter, one of the disciples of Jesus, was staying near Joppa. When Tabitha died, her friends sent two men to Peter. They said, "Please, come to help us!" So Peter got ready and went with them.

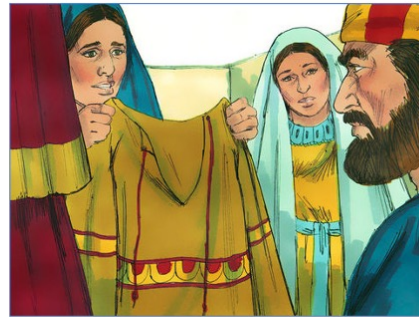


5B. Read Story:

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



When Peter arrived at Joppa, he went to the house of Tabitha. Her friends were crying because they were very sad. They showed Peter the clothes Tabitha made for them.



5C. Read Story:

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



Peter asked the people to leave the room. He got down on his knees and prayed to God for help. Then he said, "Tabitha, get up!"



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5D. Read Story:

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



Tabitha opened her eyes and sat up. Peter called her friends and showed them that Tabitha was alive again.

The good news about Tabitha was told through all Joppa. Many people believed in Jesus when they heard about this.



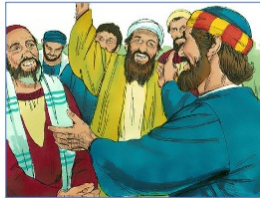
5E. Read Story:

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



Answer the questions.

1. What did Tabitha do for people?
2. What happened when people heard that Tabitha was brought back to life?
3. How did Peter know that Tabitha could come back to life?
4. What can you do when things seem bad?



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5F. Story Questions

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

Answers:

1. Tabitha did good things for people. She helped the poor and the widows. She made clothes for poor people.
2. The good news about Tabitha was told throughout Joppa. Many people believed in Jesus when they heard that Tabitha was alive again.

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.

long	clock	belong	black	song
back	truck	chickens	wrong	strong

A 1 time ago a farmer lived on a farm. He had an old 2 . The farmer was also old but very 3 . He had 100 4 on the farm. Every Friday he went to the market to sell eggs. He needed to get to the market early, but there was no 5 on the farm. His 6 rooster was his clock because it sang early in the morning and woke him up.

On his way back home from the market he loved to sing a 7 , "Take me 8 home, dear Lord." When he got home he prayed, "Thank you, Lord! I 9 to you!"

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6A. Activities - Dictation of sound/spelling words -ck and -ong

Read the story 3 times as students listen and fill in the words. They can write the answers 1-9 on paper or electronic devices. For more advanced students, you can hide the sample word bank.

Answers:

A **long** time ago a farmer lived on a farm. He had an old **truck**. The farmer was also old but very **strong**. He had 100 **chickens** on the farm. Every Friday he went to the market to sell eggs. He needed to get to the market early, but there was no **clock** on the farm. His **black** rooster was his clock because it sang early in the morning and woke him up.

On his way back home from the market he loved to sing a **song**, "Take me **back** home, dear Lord." When he got home he prayed, "Thank you, Lord! I **belong** to you!"

Comparisons: Which do you prefer? Why?

- A. Big
- B. Small
- C. Cheap
- D. Nice
- E. Good
- F. Bad



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6B. Activities

Ask the students to work with a partner and answer the question by explaining their answer using comparative sentences. Each student should give his/her reasons with at least two sentences. The partner must write the sentences.


Then switch: partner B answers the question while partner A writes the sentences.

Model by giving an example, "I prefer house 1 because it is cheaper than house 2."

Comparisons: Which do you prefer? Why?


- A. Fast
- B. Safe
- C. Cheap
- D. Big

1



\$64,000

2



\$19,000

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6C. Activities

Ask the students to work with a partner and answer the question by explaining their answer using comparative sentences. Each student should give his/her reasons with at least two sentences. The partner must write the sentences.

Then switch: partner B answers the question while partner A writes the sentences.

Model by giving an example, "I prefer car 1 because it is faster than car 2."

Comparisons: Which do you prefer? Why?

A. Healthy

B. Tasty

C. Sweet

D. Cheap

E. Salty

F. Good

G. Bad



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6D. Activities

Ask the students to work with a partner and answer the question by explaining their answer using comparative sentences. Each student should give his/her reasons with at least two sentences. The partner must write the sentences.

Then switch: partner B answers the question while partner A writes the sentences.

Model by giving an example, "I prefer the food in group 2 because it is healthier than the food in group 1." or "French fries are saltier than fruit."



Song: Beautiful Savior

1. Beautiful Savior, King of Creation, Son of God and Son of Man!
Truly I love you, truly I serve you, Light of my soul, my joy, my crown.

2. Meadows are lovely, forests are lovely, dressed in the flowers
that bloom in spring;
Jesus is **better**, Jesus is **purser**, Jesus can make our sad hearts
sing.

3. Sunlight shines so bright, moonlight gleams at night, stars up
above sparkle and they shine;
Jesus shines **brighter**, Jesus shines **purser** than all the angels in
the sky.

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7. Songs

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. Note the comparative words: *better*, *purser*, *brighter*. Ask if there are any questions. Write words that students ask about on the board 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).



Homework 1 & 2

1. Read the next lesson's Bible passage: [Acts 9:1-22](#) in your first language.

2. Compare and contrast things you see using **-er**.

A. My English book is thicker than my notebook.

B.

C.

D.

E.

F.

G.

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





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

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 names of the pictures					
1 	2 	3 	4 	5 	6 
a chicken					
chickens					
7 	8 	9 	10 	11 	12 

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

This homework practices writing the vocabulary words in the singular and plural forms. Number one is an example.

1. a chicken; chickens
2. rich; She is rich.
3. correct; The answer is correct.
4. a truck; trucks
5. thin; a thin book.
6. strong; The man is strong.
7. thick; a thick book.
8. poor; They are poor.
9. weak; He is weak.
10. long; Her hair is long.
11. a backpack; backpacks
12. wrong; The answer is wrong.

4. Mark the /ck/ and /ong/ sounds. Then write and say the sentences.

A. The chicken is in the truck.	
B. The song is very long.	
C. The strong man has a thick book.	
D. The clock on the wall is wrong.	
E. The backpack belongs to me.	
F. The lock on the gate is strong.	

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

This homework practices writing, spelling, and pronouncing the /ck/ and /ong/ sounds.

Answers:

- A. The chicken is in the truck.
- B. The song is very long.
- C. The strong man has a thick book.
- D. The clock on the wall is wrong.
- E. The backpack belongs to me.
- F. The lock on the gate is strong.



5. Homework

Put the sentences in order from 1-6 from the Bible story of Tabitha.



- _ Tabitha became sick and died.
- _ Tabitha opened her eyes and sat up.
- _ Many people believed in Jesus when they heard that Tabitha was alive again.
- _ Peter prayed for Tabitha, asking God for help.
- 1** Tabitha helped the poor and the widows.
- _ Two friends of Tabitha asked Peter to come and help.

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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:

2. Tabitha became sick and died.
5. Tabitha opened her eyes and sat up.
6. Many people believed in Jesus when they heard that Tabitha was alive again.
4. Peter prayed for Tabitha, asking God for help.
1. Tabitha helped the poor and the widows.
3. Two friends of Tabitha asked Peter to come and help.

6. Homework – Choose 1 verse to memorize

A

“I say this because I know the plans that I have for you.”
This message is from the Lord. “I have good plans for you. I don’t plan to hurt you. I plan to give you hope and a good future. Then you will call my name. You will come to me and pray to me, and I will listen to you.”

[Jeremiah 29:11-12](#) ERV

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8E. Homework 6A – Memorize a verse.

Learners will get to choose A (from this slide) or 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 the verses 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 verses from memory at the next class.

6. Homework – Choose 1 Verse to Memorize

B

People everywhere in Joppa learned about this, and many believed in the Lord.

[Acts 9:42](#) ERV

C

Jesus answered, “I am the way, the truth, and the life. The only way to the Father is through me.”

[John 14:6](#) ERV

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8F. Homework 6B – Memorize a verse.

Learners get to choose A (from previous slide), B, or C 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 the verses 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 verses from memory at the next class.

7. Homework – Use -er than to complete the sentences.

long good fast bad strong small big poor rich short

- A. This class is _____ my last class.
- B. My hair is _____ yours.
- C. The red car is _____ the blue car.
- D. She is _____ her brother.
- E. His backpack is _____ her handbag.
- F. The son is _____ the father.



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8G. Homework 7 – Fill in the Blanks.

Use the words provided to fill in the blanks of the sentences.

Answers will vary but may include:

- A. This class is better than my last class.
- B. My hair is longer than yours.
- C. The red car is faster than the blue car.
- D. She is stronger than her brother.
- E. His backpack is bigger than her handbag.
- F. The son is richer than the father.

8A. Homework **Better Phone Deals!**



Plan Name	Basic	Family	Business
Talk Minutes	150 minutes	500 minutes	Unlimited
Data	1 GB	3 GB	Unlimited
Number of Users	1 Person	5 People	15 People
Price	\$40 per month	\$150 per month	\$500 per month

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8H. Homework 8A – Everyday Reading and Writing.

The learners will read the ad comparing three phone plans and answer the questions on the following slide.



8B. Homework

- A. Which phone plan is cheaper than Family?
- B. Which plan has 500 talk minutes?
- C. Which plan has 3 Gigabytes (GB) of data?
- D. Which plan lets you talk without limit?
- E. Which plan is good for you? Why?
- F. How much do you pay for phone service now?
- G. Are you happy with your phone plan? Why?

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8I. Homework 8B – Everyday Reading and Writing.

After the learners read the ad on the previous slide, have them answer the questions.

- A. Basic
- B. Family
- C. Family
- D. Business

Answers may vary for E, F, and G.



9. Writing Exercise

Write about someone you know who helps people.



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8J. Homework 9 – Writing exercise

Students are to write a paragraph about someone they know who helps people. Answers will vary.



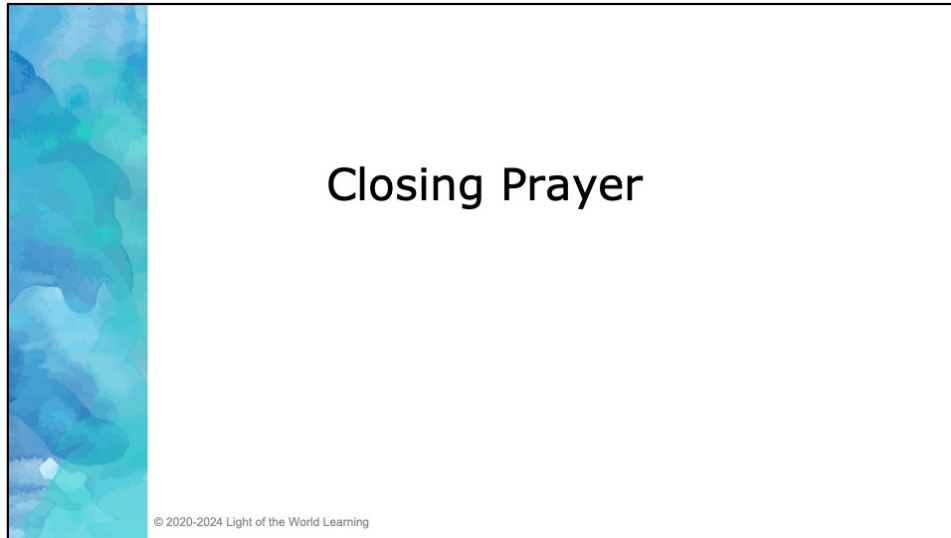
10. Homework – Now I Can...

- I can make simple comparisons using **-er + than**.
- I can understand, say, read, and write the 12 vocabulary words.
- I can describe people and things with adjectives.

8K. 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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Anonymous
Jean Ato
Larry Buell
Cindy Campbell
Nancy Cobb
Emily Cox
Marilyn Dano
EasyReadEnglish.com
Don Edic
MaryBeth Gahan
Melina Gallo
Alicia Gentile
Prakash Chandra Giri

Ellenor Gopal
Rachel Grijincu
Carol Hale
Emily Hamilton
Patty Hickman
Carey Jo Johnston
Nancy Kingdon
Dorothy Konadu
Martha Lane
Bruce Lewis
Elena Lewis
Ward Lewis
Johnny Lukashevich

Gail MacMillan
Ivan Mader
Amy Martin
Tracy Meddaugh
Barbara Newsome
Brenda Nielsen
Deborah O'Donnell
Georg Ort
Martha Ort
Joan Phelps
Elie Talalight
Darrell Turner
Graham Whitmore

Cheri Wilke
Ted York
Anita Zeifert

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