

Light of the WORLD

Learning English through the Bible

Unit A2-01

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Teacher's Notes:

Bible Reading: God Made the Earth - Genesis 2:4-25

Theme: Introductions

Pronunciation: Long /A/ spelled a-e and Long /E/ spelled e-e

Grammar: Contractions

Preparation:

- Pray
- Read the Bible passages
- Preview slides and song.
- Optional: Bring name tags or name cards for students and yourself.



Pray, Review, and Preview

Bible Reading: God Made the Earth - [Genesis 2:4-25](#)

Theme: Introductions

Pronunciation: /A/ spelled a-e and /E/ spelled e-e

Grammar: Contractions



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Pray

Pray for the class. You may want to thank the Lord for creating the earth and people.

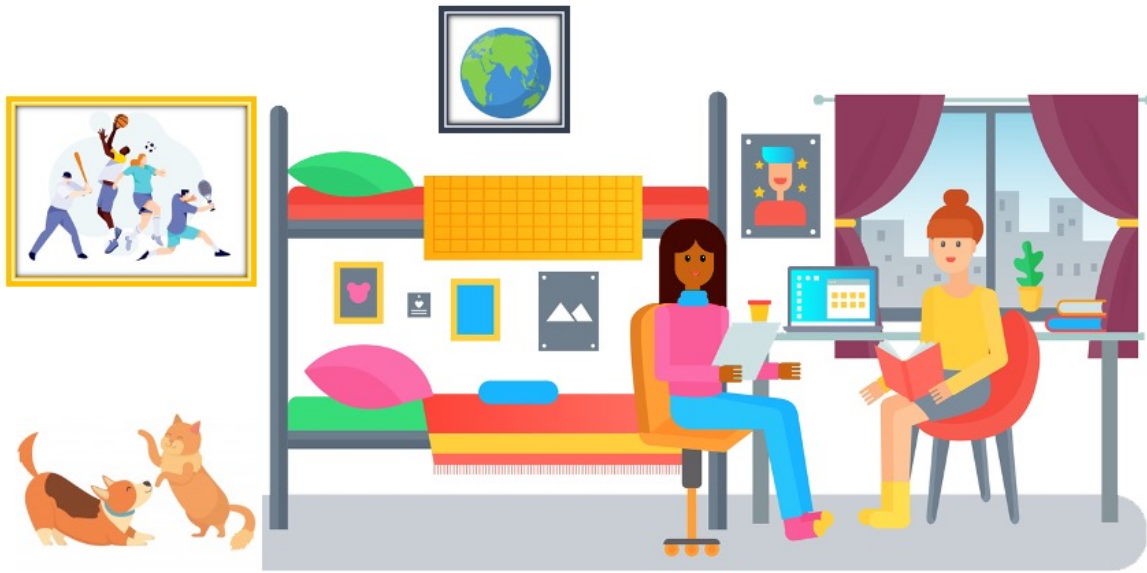
Check Homework and Review

Ask each student to read aloud or recite their homework from the last class. Check written work.

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



What do you see?



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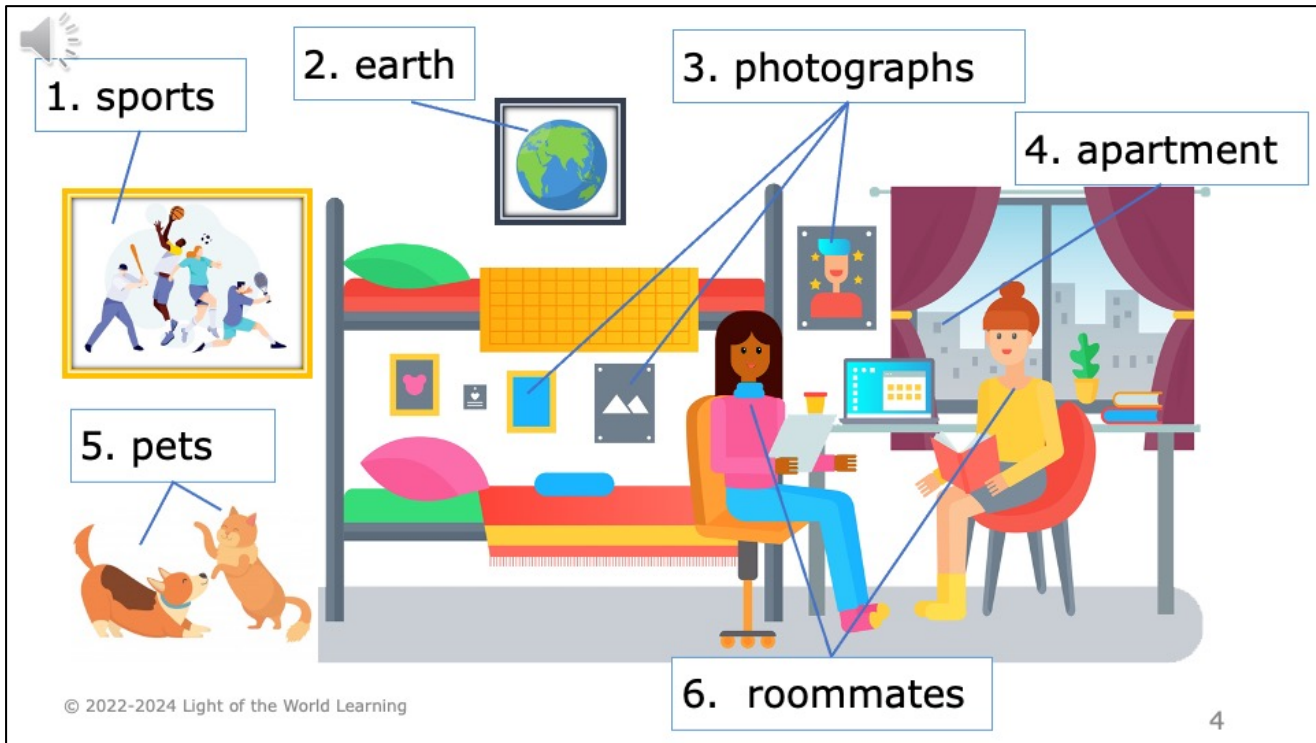
1A. Theme Picture

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: **sports, pets, roommates, photographs, apartment, earth, bed, cat, dog, computer**, etc.

More advanced students can be encouraged to make complete sentences:

They’re roommates. They live together in an apartment, There are photographs on the wall. They’re discussing homework.



1B. Show Words for 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.

1 	2 	3 	4 
an apartment	a roommate	a sport	a pet
I live in an apartment.	He's my roommate.	We like to play sports.	I have a pet.

2A. Vocabulary

1. Say the new words in a simple sentence: "This is an apartment" 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: *an apartment, an apartment, an apartment*. Have your students then repeat the word after you several times.

3. Say the word in the written sentence. Have students repeat after you each time, "I live in an apartment."

4. Check students' comprehension by asking direct questions. For example, ask questions such as: *What's this? Where's the pet? Is this an apartment?*



Listen and repeat.

5 	6 	7 	8 
the earth	a photograph	to introduce	to discuss
God made the earth.	I like photographs of my family.	I introduce my friends.	They discuss schoolwork.
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2B. Vocabulary

Note: "photo" is a short way to say "photograph".

- 1. Say the new words in a simple sentence:** "This is the earth." 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 or preposition that goes with it several times,** as you indicate the object. For example, say: *The earth, the earth, the earth.* Have your students then repeat the word after you several times.
- 3. Say the word in the written sentence.** Have students repeat after you each time, "God made the earth."
- 4. Check students' comprehension by asking direct questions.** For example, ask questions such as: *What is this? What are the people doing? Who made the earth?*



Listen and repeat.

9 	10 	11 	12 
to invite	to crawl	alone	together
You're invited to my party.	The baby crawls on the floor.	He sits alone.	They sit together.

2C. Vocabulary

1. Say the new words in a simple sentence: "This is to invite." 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 preposition that goes with it several times, as you indicate the object. For example, say: *to invite, to invite, to invite*. Have your students then repeat the words after you several times.

3. Say the word in the written sentence. Have students repeat after you each time, "You're invited to my party."

4. Check students' comprehension by asking direct questions. For example, ask questions such as: *What does the letter say? What's the baby doing? Who's sitting alone?*



A contraction is one short word made from two words. The apostrophe replaces the missing letters.

Subject	To Be	Contraction	Negative Contraction	
I	am	I'm	I'm not	
he she it	is	he's she's it's	he's not she's not it's not	he isn't she isn't it isn't
you we they	are	you're we're they're	you're not we're not they're not	you aren't we aren't they aren't

2D. Grammar

Spoken English usually uses the contraction forms. Written English usually uses the full forms.

Note that one letter is taken from the words and replaced by apostrophes to form the contractions.

Negative contractions for **Is** and **Are** have two forms.

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



Read the **contractions**. Then say the sentences with the long forms.

	Contraction	Sentence
1	I'm	Hi, I am a student.
2	you're	_____ my teacher.
3	he isn't	_____ alone.
4	she's not	_____ from Brazil.
5	it's	_____ 6:00 in the morning.
6	we're	_____ roommates.
7	they aren't	_____ together.

2E. Grammar - Contractions

Answers

2. You are my teacher.
3. He is not alone.
4. She is not from Brazil.
5. It is 6:00 in the morning.
6. We are roommates.
7. They are not together.



Read the long forms. Then say the sentences with **contractions.**

	Long form	Sentence
1	I am not	_____ crawling.
2	you are	_____ in these photos.
3	he is	_____ watching sports on TV.
4	she is not	_____ from India.
5	it is	_____ his pet cat.
6	we are not	_____ doctors.
7	they are	_____ discussing the class.

2F. Grammar – Contractions

Answers

1. I'm not crawling.
2. You're in these photos.
3. He's watching sports on TV.
4. She's not from India. OR She isn't from India.
5. It's his pet cat.
6. We're not doctors. OR We aren't doctors.
7. They're discussing the class.



Listen and repeat.

A: Hello. My name is **Kate**. Nice to meet you.

B: Nice to meet you, too. My name is **Steve**. I'm from **Tokyo** and I'm studying English here.

A: That's great! I'm studying English, too. Do you live **with your family**?

B: **No**, I live **in an apartment together with my roommate and our pets**. We have a dog, a cat and two birds.

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.



A: Hi, **Sam**.

B: Hey, **Pete**. Good to see you!

A: Let me introduce you to **Sarah**. She's **an English teacher** and can help you with **writing**. **Sarah**, this is **Sam**. He's my best **friend**.

B: Hi, **Sarah**. Nice to meet you.

C: Nice to meet you too. What do you need help with today?

B: I need help **writing a paper**. Can you help me?

C: Yes, I can help you.

3B. Conversation 2

1. Model: Say all parts of the conversation several times. Use A, B and C cards, stick figures, or change your physical position to indicate the three 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.

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



Long Vowels with Silent E

1. /A/ spelled a-e	2. /E/ spelled e-e	3. Challenge
made	these	
male	Eve	
female	Japanese	
roommate	Chinese	
ate	Portuguese	

- A. This is my roommate, Eve. She speaks Chinese.
B. I ate some of these Japanese noodles you made.

4A. Pronunciation - Sound and Spelling

Note: The long A sound /A/ can be spelled A + consonant + silent E. The long E sound can be spelled E + consonant + silent E. Point out this pattern to the students.

Vowels are the letters A, E, I, O, U and sometimes Y, when it is at the end or middle of a word. Consonants are all the other letters: B, C, D, F, G, H, J, K, L, M, N, P, Q, R, S, T, V, W, X, Y, Z.

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/ *made, male, female, roommate, ate*). 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. Then read the sentences.

3. Solo: Call on individuals to say a sound and its word group. Give lots of praise. Then ask students to read the sentences below the chart.

4. Challenge: Choose another sound from the lesson that is challenging for

your particular students to pronounce. Use words from this 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. _ — _
sports	alone	together
earth	discuss	apartment
crawl	invite	created
pets	today	beginning
male	repeat	December

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.

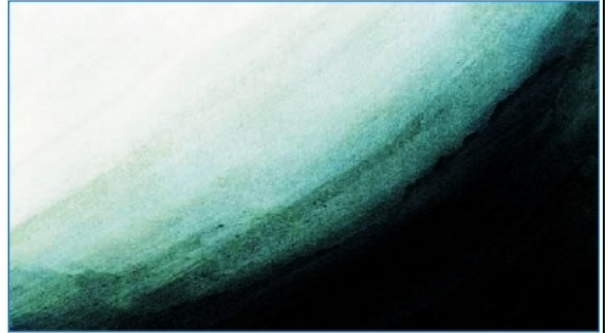
- 1. Model:** Hum and then say each word in the column several times. Students listen.
- 2. Repeat:** Students repeat words after you in unison.
- 3. Solo:** Call on individuals to read the entire column of words.



God Created the Earth

[Genesis 2:4-25](#)

In the beginning, the Lord God created the earth and the sky. No plants grew on the land because the Lord God had not yet made it rain on the earth, and there was no one to work the land.



5A. Bible Reading

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. The hyperlinks of the Bible verses connect to <https://live.bible.is/> so students can read and hear the scripture in their own languages.

- A. Read the story out loud to the class.
- B. If students ask about words, 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 rivers came up from the earth and watered the ground. Then the Lord God took dust from the ground and made a man. God breathed life into his nose. And the man became a living person. This man's name was Adam.



Then the Lord God planted a garden in the East, in a place named Eden. He put the man he made in that garden.

5B. Bible Reading

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



Then the Lord God made all the beautiful trees that were good for food to grow in the garden. In the middle of the garden, he put the tree of life and the tree that gives knowledge about good and evil.



The Lord God put the man in the Garden of Eden to work the land and take care of the garden. The Lord God gave him this command: "You may eat from any tree in the garden. But you must not eat from the tree that gives knowledge about good and evil. If you eat fruit from that tree, you will die!"

5C. Bible Reading

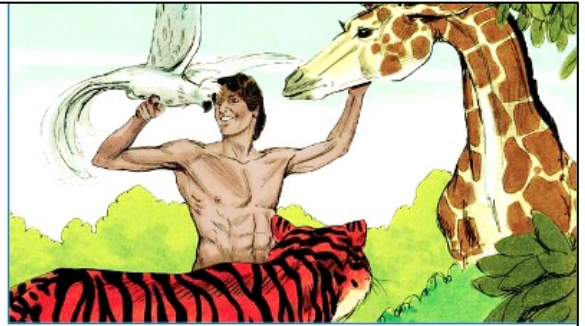
- A. Read the story out loud to the class.
- B. If students ask about words, give simple definitions.
- C. Ask for volunteers to read aloud paragraphs from the story.



Then the Lord God said, "It is not good for the man to be alone. I will make the helper he needs, one just right for him."

The Lord God used soil from the ground and made every animal in the fields and every bird in the air.

He brought all these animals to the man, and the man gave them each a name. The man gave names to all the tame animals, to all the birds in the air, and to all the wild animals. He saw many animals and birds, but he could not find a helper that was right for him.

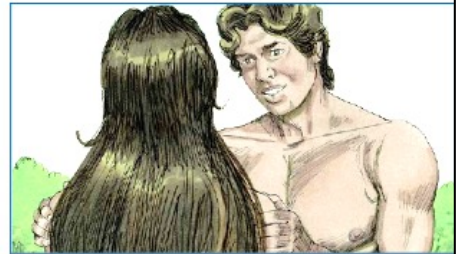


5D. Bible Reading

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



So the Lord God made the man sleep. While he was asleep, God took one of the ribs from the man's body. Then he closed the man's skin. The Lord God used the rib from the man to make a woman. The woman's name was Eve. Then God brought the woman to the man. And the man said,
"Finally! One like me,
with bones from my bones
and a body from my body.
She was taken out of a man,
so I will call her 'woman.'"

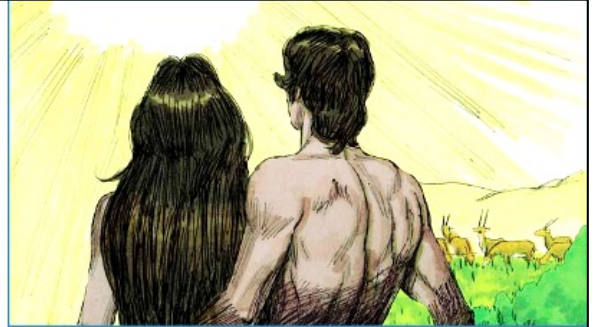


5E. Bible Reading

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



That is why a man leaves his father and mother and is joined to his wife. In this way two people become one.



5F. Bible Reading

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



Answer the questions



1. What did God create?
2. What did God say about the trees?
3. Why did God make a wife for Adam?
4. What is your favorite part of God's creation?
5. What do you create?
6. What questions do you have about God's creation?

5G. Bible Reading Questions

Ask the questions and discuss as a group. For questions 1, 2, and 3 you may go back to the story to help students find the answer.

Answers:

1. Everything, sky and earth, plants, animals, people.
2. "You may eat from any tree in the garden. But you must not eat from the tree that gives knowledge about good and evil. If you eat fruit from that tree, you will die!"
3. It is not good to be alone. None of the animals were good helpers for him.

Answers will vary for questions 4, 5 and 6.



Listen and fill in the blanks

roommate

Eve

Japanese

it's

He's

later

She's

pets

Portuguese

you're

Steve

hate

Hi, Emily! Let me introduce you to Ruth. _____ 1 your new _____ 2 in your apartment on campus. She's _____ 3, but she also speaks English and _____ 4. She loves sports and taking photographs of her _____ 5. I think you two will have a lot of fun together. Also, tonight _____ 6 New Year's _____ 7, and _____ 8 both invited to my party. See you _____ 9!

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

Read the script below 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.

Script:

Hi, Emily! Let me introduce you to Ruth. **She's** your new **roommate** in your apartment on campus. She's **Portuguese**, but she also speaks English and **Japanese**. She loves sports and taking photographs of her **pets**. I think you two will have a lot of fun together. Also, tonight **it's** New Year's **Eve**, and **you're** both invited to my party. See you **later!**



Write questions and ask your partner.

Questions	Answers
1. What do you like to do when you are alone?	I like to crawl into bed and watch sports on television.
2. _____ discuss _____	
3. _____ together _____	
4. _____ invite _____	
5. _____ sports _____	
6. _____ pets _____	

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6B. Activities – Pair work

First, ask students to complete writing questions using the vocabulary words. Be sure they put a question mark at the end.

Number 1 is an example.

Their questions will vary, but may include:

2. What do you discuss at work?
3. What do you do when you're together with your family?
4. Who do you invite to your house for dinner?
5. What sports do you like to play?
6. Do you have any pets at home?

Then ask each student 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.



Introduce the apartment neighbors.

1. Mrs. Lane / pet cat / French

3. Mr. Gate / pet dog / discuss the earth

5. Ruth / plants / cook

2. Steve / teacher

4. Adam & Eve / sports / coffee

6. Pete / tea / Canada

8. Sara & Ben / sing / crawl

10. Jo / student / Greek

7. Mary / Portuguese / doctor

9. Liz / play music / Russian

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6C. Activities – Pair work

Ask student A to introduce neighbors 1- 5 to their partner. Model by giving an example: "I want to introduce you to Mrs. Lane. She has a pet cat and she speaks French."

Partner B replies with their real name and information, "Nice to meet you, _____. My name is _____ and I have _____. I speak _____ and I like _____."

Then switch, and partner B introduces neighbors 6-10 while partner A replies with their real name and information.



Song - All Things Bright and Beautiful

by Cecil Frances Alexander (1848)

All things bright and beautiful,
All creatures great and small,
All things wise and wonderful,
The Lord God made them all.

The cold wind in the winter,
The pleasant summer sun,
The ripe fruit in the garden,
God made them every one.

Each little flower that opens,
Each little bird that sings,
God made their glowing colors,
God made their tiny wings.



7. Song




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. 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).

1A. Homework - Write about the pictures.

<p>1</p>  <p>Sue, this is Eve.</p> <p>He introduces the two women at work.</p>		<p>4</p> 	
<p>2</p> 		<p>5</p> 	
<p>3</p> 		<p>6</p> 	

Homework 1A. - Write sentences using the pictured vocabulary words.

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

Repeat. Encourage students to practice speaking and reading the completed homework assignments with a friend. 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.

Number one is an example.

Answers may vary, but will start with a capital letter, have a punctuation mark at the end, and use the following words:

1. introduce
2. invite
3. alone
4. discuss
5. together

6. photographs OR photos



B. Write about the pictures.

7 		10 	
8 		11 	
9 		12 	

Homework 1B. - Write sentences using the pictured vocabulary words.

Students will write a sentence for each picture to practice the lesson's vocabulary words.

Answers may vary, but will start with a capital letter, have a punctuation mark at the end, and use the following words:

- 7. apartment
- 8. sports
- 9. roommate
- 10. crawl
- 11. pet
- 12. earth



2A. Fill in the contractions.

	Long form	Question	Answer
1	When is	When's your family coming?	They're coming on Wednesday.
2	Who is	_____ that?	_____ my dad.
3	Where is	_____ your apartment?	_____ in the city.
4	What is	_____ her name?	_____ Eden.
5	Why are not	_____ the babies crawling?	Because _____ tired.

Homework 2A. – Grammar and Vocabulary Review

Answers

2. Who's that? That's my dad. OR He's my dad.
3. Where's your apartment? It's in the city.
4. What's her name? It's Eden. OR She's Eden.
5. Why aren't the babies crawling? Because they're tired.

 **2B. Write about people you know using contractions.**

	Name / Country / Relationship / Job
1	Sue's from China. She's my roommate. She's a teacher.
2	
3	
4	
5	
6	
7	

Homework 2B. Vocabulary and Grammar

Students will write sentences to practice the lesson's vocabulary and grammar structures.

Number 1 is an example.



3. Write questions and ask your partner.

Questions	Answers
1. Where are <u>you from?</u>	I'm from Korea.
2. Do you _____ pets	
3. What's your favorite _____	
4. How's your _____	
5. Who's _____	
6. Where's the _____	
7. Do you _____ alone	

Homework 3. – Conversations - Pair work

First, students complete writing the questions with their own words. 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. Number 1 is an example.

Questions and answers will vary, but may include:

1. Where are you from?
2. Do you have any pets?
3. What's your favorite sport?
4. How's your family?
5. Who's your roommate?
6. Where's the bathroom?
7. Do you like to eat alone?

 **4. Answer and say the sentences. Mark the /A/ and /E/ sounds.**

A. Do you <u>s</u> peak <u>J</u> apanese?	No, I speak Vietnamese.
B. What did God make?	
C. Do you have a roommate?	
D. Tell me what you ate yesterday.	
E. Do you like to take photos?	
F. What languages do you speak?	

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

This homework practices writing, spelling, and pronouncing the long /A/ and /E/ sounds.

Answers will vary. Learners should mark the following sounds:

- B. What did God make?
- C. Do you have a roommate?
- D. Tell me what you ate yesterday.
- E. Do you like to take photos?
- F. What languages do you speak?



5. Fill in the blanks from the Bible story.

1. In the beginning, God created the _____ and the sky.
2. Then the Lord God took dust from the ground and _____ a man. This man's _____ was Adam.
3. The Lord God planted a garden in the East, in a _____
_____ Eden.
4. The Lord God said, "It is not good for the man to be _____.
5. The Lord God used the rib from the man to _____ a woman. The woman's name was _____.

Homework 5. – Bible Reading Review

Students may look back at the story to fill in the blanks.

Answers:

1. In the beginning, God created the **earth** and the sky.
2. Then the Lord God took dust from the ground and **made** a man. This man's **name** was Adam.
3. The Lord God planted a garden in the East, in a **place named** Eden.
4. The Lord God said, "It is not good for the man to be **alone**."
5. The Lord God used the rib from the man to **make** a woman. The woman's name was **Eve**.

6A. Choose 1 verse to memorize.

A

Then the LORD God took dust from the ground and made a man. He breathed the breath of life into the man's nose, and the man became a living thing.

[Genesis 1:7 ERV](#)

B

Then the LORD God said, "I see that it is not good for the man to be alone. I will make the companion he needs, one just right for him."

[Genesis 1:18 ERV](#)

Homework 6A. – 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.

6B. Choose 1 verse to memorize and read the next verses.

C

The earth and everything on it belong to the LORD.
The world and all its people belong to him.

[Psalm 24:1 ERV](#)

- Read the next lesson's Bible verses: [Genesis 3:6-24](#) in your language.

Homework 6B. – Memorize a verse and read the next lesson's verses.

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

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 [Live.Bible.IS](#) or other Bible translation resources.

7A. Read and answer the questions.

Colleen lives alone in a nice apartment. There are 30 apartments in her building. She likes her neighbors and their pets. On Saturday nights, the neighbors sit together by a fire. They discuss the weather and news. They also have a big garden. Some people work in the garden. Many people like to eat the fruit from the garden. Colleen is happy here. She says, "I love living here. It's a good home. I have many friends. My neighbors are like my family."



Homework 7A. – Everyday Reading and Writing

The learners will read the story and answer the questions on the next slide.



7B. Answer the questions.

- A. Where does Colleen live?
- B. Does she have a roommate?
- C. What does she like?
- D. What do the neighbors do together?
- E. Where do you live?
- F. Who lives with you?
- G. Do you like where you live? Why?

Homework 7B. – Everyday Reading and Writing

The learners will answer the questions from the previous slide.

Answers:

- A. She lives in a nice apartment.
- B. No. She lives alone.
- C. She likes her neighbors and their pets.
- D. They sit together by a fire. They discuss the weather and news.
Some work in the garden. Many eat fruit from the garden.

Answers will vary for E, F and G.



8. Writing

Draw a picture or take a photo of people you know.
Write 10 sentences about it. Example: **This is a photo of my family in Chiang Mai, Thailand.**



- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

Homework 8 – Writing

Model. Show your own photo and write about it.

Answers will vary.



9. Now I can...

- I can introduce myself, my family, and my friends.
- I can understand, read, say, and write the 12 vocabulary words.
- I can use contractions.
- I can understand that God created the earth and sky.

Homework 9. – 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!



Closing prayer

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.

Contact us at: LightOfTheWorldLearning.org or Info@LOTWL.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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Bible story and pictures on slides 15-21 adapted from the original work by unfoldingWord available from <https://openbiblestories.org>