

Teacher's Notes:

Bible Reading: The Flood– Genesis 6-8

Theme: Weather

Pronunciation: /U/ spelled u – e and /ar/

Grammar: Question words

Preparation:

Pray.

Read the Bible passage.

Preview slides and song.

Optional: Bring boots, hat, gloves, etc.



Pray, Review, and Preview

Bible Reading: The Flood– [Genesis 6-8](#)

Theme: Weather

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Grammar: Question words

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Pray

Pray for the class. You may want to thank the Lord for good weather and protection from bad weather.

Check Homework and Review

Ask students 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.



1A. Discuss 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: **snowy, icy, coat, boots, hat, gloves, scarf, sweater**, etc.

More advanced students can be encouraged to make complete sentences:

It is snowy and icy in this city. Her coat looks warm. The two boys are wearing blue hats. The temperature is cool.



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 
foggy	icy	snowy	a coat
It's foggy.	The lake is icy.	It's snowy.	The coat is brown.

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2A. Vocabulary

Notes: We use the pronoun "it" to talk about the weather with adjectives: It is foggy. It is icy. It is snowy.

"Foggy," "icy," and "snowy" are adjectives that can be used to describe a day: A foggy day, an icy day, a snowy day.

1. Say the new words in a simple sentence: "This is foggy." 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 several times, as you indicate the object. For example, say: *foggy, foggy, foggy*. 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, "It's foggy."

4. Check students' comprehension by asking direct questions.

For example, *What is this? Where's the fog? Is this a coat?*

Listen and repeat.

5	6	7	8
			
a boot	a hat	a glove	a scarf
The boot is black.	This is a hat.	Do you wear gloves?	What color is the scarf?

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2B. Vocabulary

Note: We normally use the plural forms "boots" and "gloves," because they come in pairs. However, we can also sometimes talk about *them singly*, such as "a boot" or "a glove." We can also use them with the word "pair": "a pair of boots," "a pair of gloves."

1. Say the new words in a simple sentence: "This is a boot." 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.


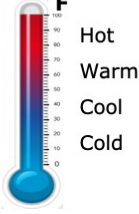


2. Say the word several times, as you indicate the object. For example, say: *a boot, a boot, a boot*. Have your students then repeat the word after you several times.

3. Say the word in the written sentence. Have students repeat after you each time, "The boot is black."

4. Check students' comprehension by asking direct questions.

For example, *What is this? Where is the boot? Is this a hat?*

Listen and repeat.

9 	10 	11 	12 
a sweater	temperature	warm	cool
The sweater is blue.	The temperature is hot.	It's warm outside today.	It's cool outside today.

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2C. Vocabulary

Notes: We use the pronoun “it” to talk about the weather with adjectives: It is warm. It is cool.

Fahrenheit is the temperature scale used in the United States, in which 32° is the freezing point and 212° is the boiling point. Celsius is another measure, used in most countries. In Celsius, 0° is freezing and 100° is boiling.

1. Say the new words in a simple sentence: “This is a sweater.” 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 several times, as you indicate the object. For example, say: *a sweater, a sweater, a sweater.* 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, "The sweater is blue."

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



Question Words

	Question	Verb	Object	Your Answer
1	Who	wears	boots?	
2	What	is	your favorite weather?	
3	Where	are	your gloves?	
4	When	is	the weather cool?	
5	Why	are	you here?	
6	How	is	the temperature today?	
7	How much	is	a new coat?	

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2D. Grammar - Question words

Students will answer the questions to review basic question words.

Who asks about people.

What asks about things.

Where asks about locations.

When asks about time.

Why asks about reasons and is answered with Because.

How asks about the condition or manner.

How much asks about quantity or price.

How's the weather?

	Noun	Adjective	Sentences
1	sun	sunny	The sun is hot. It's _____.
2	ice	icy	The _____ is cold. It's icy.
3	wind	windy	It's windy. The ____ is blowing.
4	snow	snowy	It's _____. The snow is falling.
5	fog	foggy	The fog is thick. It's _____.
6	storm	stormy	The _____ is bad. It's stormy.
7	rain	rainy	It's rainy. The _____ is falling.

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2E. Grammar – Weather nouns and adjectives

Note: Nouns are the words for people, places, or things. Adjectives are words that describe nouns. We can talk about the weather with nouns or adjectives.

Weather nouns are usually preceded by "The". Weather adjectives are usually preceded by "It's".

Many nouns can be used as adjectives by adding the letter Y to the end of the word.

Most nouns ending in a consonant-vowel-consonant double the final consonant before adding y: sunny, foggy (but not ~~snowyy~~).

Students will complete the sentences using the correct noun or adjective.

 **Listen and repeat.**

A: **Mom**, may I go play outside?
 B: Maybe. What's the temperature today?
 A: It's **cool and snowy**.
 B: What are you going to wear?
 A: I'm going to wear **a coat, a hat, boots, and a scarf**.
 B: Where are you going to play?
 A: **By the lake**.
 B. OK. Be careful, though. It's **icy**.
 A. Don't worry, I'll be careful.




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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** using picture number 2 (students substitute their own words for the blue words).



Listen and repeat.

A: What do you like to do for fun?

B: I like to **walk outside on snowy days.**

A: Why do you like to **walk?**

B: Because I like to **feel the cool air and see the trees covered with snow!**

A: How long do you usually **walk?**

B: For **an hour or two.**

A: Who **walks** with you?

B: **Sometimes my roommate walks with me.**



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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).

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



Listen and repeat.

1. /U/ spelled u-e	2. /ar/	3. Challenge
use	scarf	
introduce	apartment	
rule	party	
June	star	
cute	car	

- A. He is driving his car to the party at my apartment.
B. May I use your cute scarf?

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4A. Pronunciation - Sound and Spelling

The long /U/ sound is often spelled U followed by a consonant and silent E. The /ar/ sound is usually spelled AR.

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

(For example, point to the **/U/** and say /U/ /U/ /U/. Then say the sound and quickly read the entire list, pointing to each item as you read it (/U/ use, introduce, rule, June, cute). 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.

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. _ — _
coat	foggy	It's foggy.
boots	icy	It's icy.
scarf	snowy	It's snowy.
gloves	sweater	It's cloudy.



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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 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.

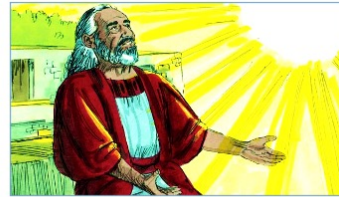


The Flood

[Genesis 6-8](#)

After a long time, many people were living in the world. They became very bad and violent. It got so bad that God decided to destroy the whole world with a big flood.

But God was pleased with Noah. He was a good man living among bad people. God told Noah that he was going to send a big flood, and he told Noah to build a big boat.



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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.
- F. Optional - You may hide the words and ask students to tell the story again in their own words, using the pictures to help them.

God told Noah to make the boat about 140 meters long, 23 meters wide, and 13.5 meters high. He said to build it with wood and to make three levels, many rooms, a roof, and a window. The boat would keep Noah, his family, and every kind of land animal safe during the flood.

An illustration of an elderly man with a long white beard and hair, wearing a red tunic. He is looking upwards and to the right, holding a long, thick wooden beam horizontally in front of him. The background shows a green landscape under a blue sky.

Noah obeyed God. He and his three sons built the boat just the way God told them. It took many years to build the boat because it was so big. Noah told the people about the flood that was coming and told them to obey God, but they did not believe him.

An illustration showing Noah, an elderly man with a white beard, in a red tunic, pointing towards a large wooden structure under construction. Several other men, presumably his sons, are working on the structure. The structure is made of many wooden planks and beams, forming a large, multi-level building. The background shows a green landscape under a blue sky.

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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.



God also told Noah and his family to get enough food for themselves and the animals. When everything was ready, God told Noah it was time for him, his wife, his three sons, and their wives to get into the boat—eight people in all.



God sent a male and a female of every kind of animal and bird to Noah so they could get into the boat and be kept safe during the flood. God sent seven males and seven females of every kind of animal that could be used for sacrifices. When they were all in the boat, God himself closed the door.



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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 it began to rain, and rain, and rain. It rained for 40 days and 40 nights without stopping! Water also came up out of the earth. Everything in the whole world was covered with water, even the highest mountains.



Everything that lived on the dry land died except the people and animals that were in the boat. The boat kept everything inside it safe.



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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.



After the rains stopped, the boat stayed on the water for five months, and the water started going down. Then one day the boat stopped on the top of a mountain, but the world was still covered with water. After three more months, Noah could see the tops of the mountains.



After 40 more days, Noah sent out a bird called a raven to see if the water had gone away. The raven flew around looking for dry land, but it could not find any.



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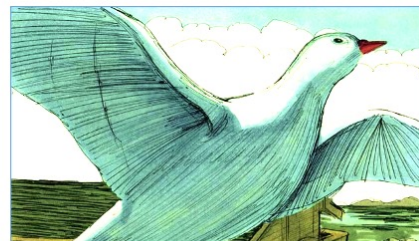
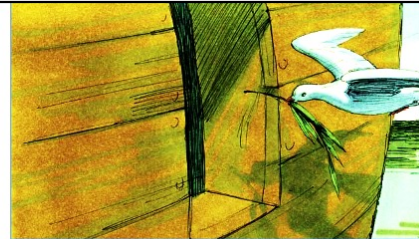
5E. Bible Reading

- 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.

Later Noah sent out a bird called a dove. But it also could not find any dry land, so it came back to Noah. A week later he sent the dove out again, and it came back with a leaf! The water was going down, and the plants were growing again!

Noah waited another week and sent out the dove a third time. This time, it found a place to rest and did not come back. The water was going away!

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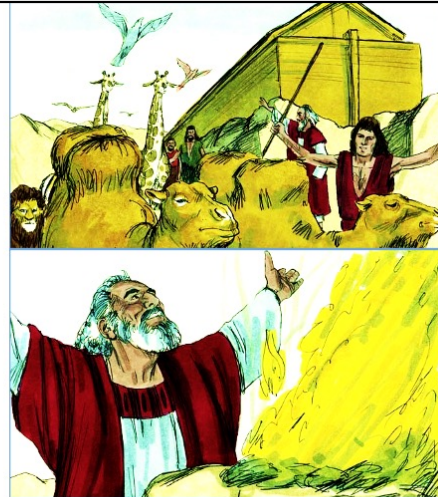
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5F. Bible Reading

- 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.

Two months later, God said to Noah, "You and your family and all the animals may leave the boat now. Have many children and grandchildren and fill the world." So Noah and his family got off the boat.

After Noah got off the boat, he sacrificed some of each kind of animal that could be used for a sacrifice. God was happy with the sacrifice.



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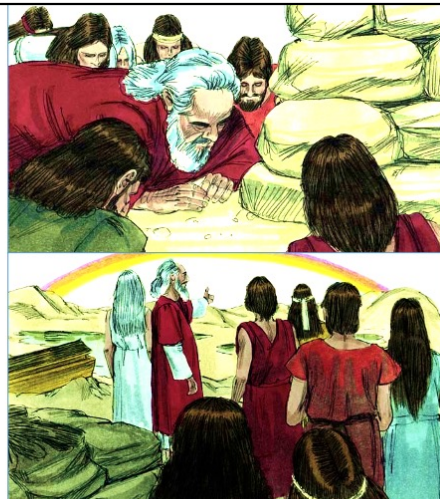
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5G. Bible Reading

- 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.

God said, "I promise I will never again send a flood to destroy the world because of the bad things that people do, even though people are bad from the time they are children."

God then made the first rainbow as a sign of his promise. Every time there was a rainbow in the sky, God would remember what he promised and so would his people.



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5H. 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 decide to do about all the bad, violent people?
2. Why did God tell Noah to build a boat?
3. Why do you think that God chose a rainbow to remind us of his promise?
4. How do you obey God?



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5G. Bible Reading 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 decided to destroy the whole world with a big flood.
 2. God was pleased with Noah, and the boat would keep Noah, his family, and every kind of land animal safe during the flood.
- Answers will vary for questions 3 and 4.



Listen and fill in the blanks.

scarf	party	June	apartment	star	introduce
cool	gloves	car	roommate	warm	balloons

You are invited to our ____1! My roommate, ____2, and I are having it at our ____3 tonight at 7:00. If you need a ride, I can pick you up in my ____4 after classes. There will be ____5, cake, and music! Sadly, our heater is broken, and because we are poor college students, we can't afford to get it fixed. So, it will be very ____6 in our apartment. You should probably bring a coat, ____7, a hat, and a ____8 to stay ____9. It will be fun, though! I can ____10 you to all my new friends. Hope to see you there!



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

Read the monologue 3 times as students listen and fill in the words. They can write the answers 1-10 on paper or electronic devices. For more advanced students, you can hide the sample word bank.

Answers:

You are invited to our **party**! My roommate, **June**, and I are having it at our **apartment** tonight at 7:00. If you need a ride, I can pick you up in my **car** after classes. There will be **balloons**, cake, and music! Sadly, our heater is broken, and because we are poor college students, we can't afford to get it fixed. So it will be very **cool** in our apartment. You should probably bring a coat, **gloves**, a hat, and a **scarf** to stay **warm**. It will be fun, though! I can **introduce** you to all my new friends. Hope to see you there!

Ask questions and describe the pictures.

A. 

B. 

Who...? What...? When...? Where...? Why...? How...? How many...?

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6B. Activities – Pair work

Ask student A to ask who, what, when, where, why, and how questions about picture A to their partner. Student B will answer.

Then, students will switch roles. Student B asks questions about picture B to the first student. Student A answers.

Model by giving an example, "Who is wearing glasses?" "The grandmother is wearing glasses."



Song: How's the weather today?

How's the weather today?
It's cloudy.
How's the weather today?
It's cool.
How's the weather today?
There's a big flood, that has
turned the dry land into a pool.

How's the weather today?
It's sunny.
How's the weather today?
It's warm.
How's the weather today?
There's a rainbow, that the Lord
sent out after the storm.

This is the day that the Lord has made.
We will rejoice and be glad!
This is the day that the Lord has made.
We will rejoice and be glad! (not mad)
We will rejoice and be glad!



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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. Ask if there are any questions. Highlight words that students ask about and give simple definitions. Then sing the song 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>Your blue hat looks nice and warm.</p>	<p>4</p> 	
<p>2</p> 		<p>5</p> 	
<p>3</p> 		<p>6</p> 	

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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. hat

2. sweater
3. boot
4. coat
5. scarf
6. glove

 **1B. Homework – Write about the pictures.**

7 		10 	
8 		11 	
9 		12 	

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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. snowy
- 8. foggy
- 9. icy
- 10. temperature
- 11. cool
- 12. warm

Write questions using possessives.

its our their her his my your

1. Where is your sweater?



2. _____

3. _____

4. _____

5. _____

6. _____


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Homework 2. – Grammar and Vocabulary Review

Question words and possessive adjectives (prior lesson)

Fill in the chart to write complete questions using possessive adjectives. Use the pictures as inspiration.

The first line is an example. Answers will vary.

 **3. Ask your partner questions about the weather and write their answers.**

Questions	Answers
1. Who likes <u>foggy weather</u> ?	
2. What do you like to do when it is _____	
3. When is the last time you saw _____	
4. Where does it _____	
5. How much does _____	
6. How do you know when it is going to be _____ or _____	

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Homework 3. – Conversations - Pair work



First, students complete writing the questions with their own words. Then students interview a partner, and write their partner’s answers. Check answers for correct grammar and punctuation.



Number 1 is an example.



Questions and answers will vary, but may include:



1. Who likes snowy weather?
2. What do you like to do when it is snowy?
3. When is the last time you saw snow?
4. Where does it snow a lot?
5. How much does a warm coat cost?
6. How do you know when it is going to be cool or warm?



 4. Write 6 sentences with /U/ and /ar/ words. Then, practice saying them aloud.



  1. _____

  2. _____

  3. _____

  4. _____

  5. _____

  6. _____

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

This homework practices writing, spelling, and pronouncing the /U/ and /ar/ sounds.

Answers will vary.

Examples may include:

The balloon popped and made a loud sound.

I can see the stars when I go to the forest at night.

5. Put the Bible story sentences in order.

- _ It rained for 40 days.
- _ God made the first rainbow.
- _ God told Noah to build a big boat.
- _ Noah sent out a dove.
- _ Noah got off the boat.
- 1** The people of the world became very bad.
- _ The boat stopped on top of a mountain.
- _ God sent animals to the boat and closed the door.



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Homework 5. – Bible Reading Review

Students may look back at the story to number the sentences from 1 to 8. Number 1 is the example.

Answers:

- 4 It rained for 40 days.
- 8 God made the first rainbow.
- 2 God told Noah to build a big boat.
- 6 Noah sent out a dove.
- 7 Noah got off the boat.
- 1** The people of the world became very bad.
- 5 The boat stopped on top of a mountain.
- 3 God sent animals to the boat and closed the door.

6A. Choose 1 Verse to memorize. 

A

But God did not forget about Noah. God remembered him and all the animals that were with him in the boat. God made a wind blow over the earth, and all the water began to disappear.
[Genesis 8:1 ERV](#)

B

"When I see this rainbow, I will remember the agreement between me and you and every living thing on the earth. This agreement says that a flood will never again destroy all life on the earth."
[Genesis 9:15 ERV](#)

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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

Singing happy songs to a sad person is as foolish as taking a coat off on a cold day or mixing soda and vinegar.

[Proverbs 25:20 ERV](#)

- Read the next lesson's Bible passage, [Genesis 11-15](#), in your language.

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

Learners get to choose A, B, 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 Bible.IS or other Bible translation resources.

7A. Read the travel brochure.




Thousands of tourists visit the Great Smoky Mountains every year. The mountains are in the southeastern United States.

These mountains get their name because of their beautiful, foggy views. People enjoy walking in the forests, climbing hills and seeing meadows filled with flowers.

Temperatures in the Great Smoky Mountains are about ten degrees cooler than temperatures in the valleys. In the winter, the mountains are snowy and icy. Because of this, tourists should pack good snow boots and warm coats to wear when they hike.

Homework 7A. – Everyday Reading and Writing

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

 **7B. Answer the questions from the travel brochure.**

- A. Where are the Great Smoky Mountains?
- B. Do many tourists go there?
- C. Why are they called the Great Smoky Mountains?
- D. Is it warmer or cooler in the valleys?
- E. Does it snow in the Great Smoky Mountains?
- F. What should you pack when you go mountain climbing?
- G. Would you like to go there? Why or why not?

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Homework 7B. – Everyday Reading and Writing

The learners will read the travel brochure and answer the questions.

Answers:

- A. They are in the southeastern United States.
- B. Yes, thousands of tourists go there every year.
- C. Because of their foggy views.
- D. It is warmer in the valleys.
- E. Yes, it snows in the winter.
- F. You should pack snow boots and coats to put on as you climb.
- G. Answers will vary.

 **8. Writing** Draw or take a photo of the weather where you are now. Write 6 sentences about it.
Example: This is a photo of my children in the snow today.

1. _____


2. _____

3. _____

4. _____

5. _____

6. _____



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Homework 8 – Writing

Model. Show your own photo and write about it.

Answers will vary.




9. Now I can...

- I can talk about the weather using nouns and adjectives.
- I can understand, say, read, and write the 12 vocabulary words.
- I can ask and answer questions with **who, what, when, where, why, and how.**
- I can tell the story of the flood from Genesis.

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

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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 14-21 and 31 adapted from the original work by unfoldingWord available from <https://openbiblestories.org>