

Teacher's Notes:

Bible Reading: The Son of Promise – Genesis 16-22

Theme: Time and Seasons

Pronunciation: /er/ and /awl/

Grammar: Plural Nouns – Forms and spelling

Preparation:

Pray

Read the Bible passages

Preview slides and song.

Optional: Bring a clock, calendar, and pictures of seasons.



Pray, Review, and Preview

Bible Reading: The Son of Promise– [Genesis 16-22](#)

Theme: Time and Seasons

Pronunciation: /er/ and /awl/ spelled all

Grammar: Plural Nouns– Forms and spelling

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Pray

Pray for the class. Thank the Lord for bringing your class together and for the beauty that is displayed in each of the seasons. Pray that we use our time well and honor God with how we spend our days.

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 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 "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: fall/autumn, summer, spring, winter, noon, midnight, seasons, etc.

More advanced students can be encouraged to make complete sentences:

It is noon. The season is autumn. It is late at night.







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
			
spring	summer	autumn/fall	winter
Flowers grow in the spring.	Summer is often hot.	Trees lose their leaves in the autumn.	It snows in the winter.

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2A. Vocabulary

Note: We may use “the” to refer to seasons. Autumn and fall are synonyms. Different places have different seasons. Tropical areas may have a wet and dry season. Some temperate areas have four seasons.

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

3. Say the word in the sample sentence. Have students repeat after you each time, “Flowers grow in the spring.”

4. Check students' comprehension by asking direct questions.

For example, *What is this? What happens in winter? Is this winter?*

Listen and repeat.

5		6		7		8	
	a hotel		a vacation		tonight		a holiday
	We stay at the hotel.		We are on vacation.		The show is tonight.		Today is a holiday.

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2B. Vocabulary

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

3. Say the word in the sample sentence. Have students repeat after you each time, "We stay at the hotel."

Listen and repeat.

9  12:00 PM	10  12:00 AM	11 	12 
noon	midnight	early	late
It is noon.	It is midnight.	He likes to get up early.	He goes to bed late.

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2C. Vocabulary

Note: We use the pronoun “it” to talk about the time and seasons:
It is midnight. It is noon. It is spring.

Early and **late** can be adjectives or an adverbs.


1. Say the new words in a simple sentence: “It is noon.” 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 in the sample sentence. Have students repeat after you each time, “It is noon.”

3. Check students’ comprehension by asking direct questions. For example, *What time is it? Is it late? Is this night or day?*

4. Check students’ comprehension by asking direct questions.

For example, *What is this? Where is it?*



Plural Nouns

Singular noun ending	+ ending	Plural
Most consonants and vowels • son • hotel	Add -s	sons hotels
-sh, -ch, -x, -s, -z • class • church	Add -es	classes churches
Vowel + y • day • boy	Add -s	days boys
Consonant + y • party • family	Replace y with -ies	parties families

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2D. Grammar

Plural Nouns (Regular and Irregular)

Note: Plural means more than one. Singular means one.

Making plural nouns means adding on an ending of -s or -es and with irregulars it can include replacing the endings with new ones.

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



Plural Nouns

Singular Noun Ending	+ ending	Plural
-o • potato • tomato	Add -es	potatoes tomatoes
-f or -fe • wife • shelf	Replace f or fe with -ves	wives shelves
Irregular nouns man foot woman tooth child mouse person sheep	These words may change spelling and do not end with s	Irregular nouns men feet women teeth children mice people sheep

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2E. Grammar

Plural Nouns (Regular and Irregular)

Note: Plural means more than one. Singular means one.
 Making plural nouns means adding on an ending of -s or -es and with irregulars it can include replacing the endings with new ones.

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



Listen and repeat.

A: What are you doing this **summer**?

B: I'm going on **vacation to the beach**.

A: Are you staying at a **hotel**?

B: No, I'm staying with friends. What are you doing this weekend?

A: I'm leaving work **early tonight** to **drive to the mountains**. I'm going to return **late on Sunday at midnight**.

B: I hope you have fun.

A: Thanks. I need a break from work!



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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.

A: Did you say you saw two **children walking at noon**?

B: No, I just saw one **child**.

A: Did you say you heard two **people singing at midnight**?

B: No, I just heard one **person**.

A: Did you say there are two **holidays this month**?

B: No, there's just one **holiday**.

A: Oh, okay. Thanks!



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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. /er/	2. /awl/ spelled all	3. Challenge
summer	fall	
winter	call	
her	wall	
warmer	tall	
better	all	

- A. I want to eat all the apples this fall.
B. The summer is warmer than the winter.

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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 **-er** and say /-er/ /-er/ /-er/. Then say the sound and quickly read the entire list, pointing to each item as you read it (/ -er/ summer, winter, her, warmer, better). 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.
tonight	autumn	vacations
hotels	winter	tomorrow
It's noon	summer	It's midnight.
We're late.	early	I'm early.

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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 Son of Promise.

[Genesis 16-22](#)



Ten years after Abram and Sarai arrived in Canaan, they still did not have a child. So, Abram's wife, Sarai, said to him, "Since God has not allowed me to have children, and now I am too old, sleep with my servant, Hagar, so she can have a child for me." So, Abram married Hagar and she had a baby boy. Abram named him Ishmael.

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5A. Bible Reading

Be sure learners 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.



Sarai became jealous of Hagar. When Ishmael was thirteen years old, God again said to Abram, "I am God Almighty. I will make a covenant with you." Then Abram bowed to the ground.



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 Abram, "You will be the father of many nations. I will give you and your children the land of Canaan. I will be their God forever. You must circumcise every male in your family.



Your wife, Sarai will have a son. He will be the son of promise. Name him Isaac. I will make my covenant with him. I will make Ishmael a great nation too, but my covenant will be with Isaac."

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 God changed Abram's name to Abraham, which means "father of many." God also changed Sarai's name to Sarah, which means "princess." That day Abraham circumcised all the males in his household.



About a year later, when Abraham was 100 years old and Sarah was 90, Sarah gave birth to Abraham's son. They named him Isaac, as God had told them to do.

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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.



When Isaac was a young man, God tested Abraham's faith by saying, "Take Isaac, your only son, and kill him as a sacrifice to me." Again, Abraham obeyed God. He prepared to sacrifice his son.



As Abraham and Isaac walked to the place of sacrifice, Isaac asked, "Father, we have wood for the sacrifice, but where is the lamb?" Abraham replied, "God will provide the lamb for the sacrifice, my son."

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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.



When they reached the place of sacrifice, Abraham tied up his son Isaac and laid him on an altar. He was about to kill his son when God said, "Stop! Do not hurt the boy! Now I know that you fear me because you did not keep your only son from me."

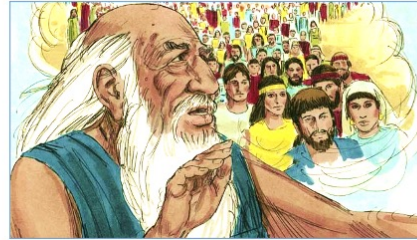


5F. Bible Reading

- 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.



Nearby, Abraham saw a ram that was stuck in a bush. God had provided the ram to be the sacrifice instead of Isaac. Abraham happily offered the ram as a sacrifice.



Then God said to Abraham, "Because you were willing to give me everything, even your only son, I promise to bless you. Your offspring will be more than the stars in the sky. Because you have obeyed me, I will bless all the families of the world through your family."

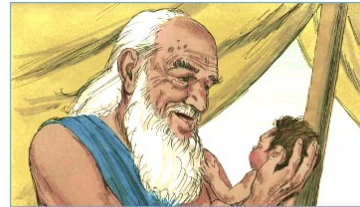
5G. Bible Reading

- 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.



Answer the questions.

1. Who is the son of promise?
2. Why did Sarai tell Abram to have a child with Hagar?
3. Why do you think God asked Abraham to sacrifice his own son?
4. When is it hard for you to obey God?



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5H. 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. Isaac is the son of promise.
 2. Sarai was now too old to have children.
- Answers will vary for questions 3 and 4.



Listen and fill in the blanks.

spring higher call summer fall colder
all winter mall warmer later better

A: Tonight, we are planning our vacation. We can go during the summer or the ____1. I am too busy to go during the ____2. The summer would be ____3, because it is ____4. What do you ____5 think? I can ____6 the airline at noon.

B: I think earlier in the ____7 is better, because it's cooler than the ____8. If we go ____9 in the year, the hotel prices are ____10, too.



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

Read the conversation 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:

A: Tonight, we are planning our vacation. We can go during the summer or the **winter**. I am too busy to go during the **fall**. The summer would be **better**, because it is **warmer**. What do you **all** think? I can **call** the airline at noon.

B: I think earlier in the **spring** is better, because it's cooler than the **summer**. If we go **later** in the year, the hotel prices are **higher**, too.



Role Play: Partner A – Travel Agent

A: What do you want to do on vacation?

B: I want to _____, and I want to travel in the _____ season.

A: You might like the _____ hotel. It has a _____ star rating.


	Hotel 1	Hotel 2	Hotel 3
Hotel name	City Center 	Seaside Inn 	Mountain Manor 
Rating	★ ★	★ ★ ★	★ ★ ★ ★
Price per night	\$35	\$75	\$105
Best season	spring or fall	summer	winter
Things to do			

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6B. Activities – Pair work

Partner A is a travel agent and will look at the information on this slide. Partner B is a customer who wants to plan a vacation, and will look at the information on the next slide. They must ask and answer questions to fill out the missing information on their charts. They may NOT look at each other's slides.

 **Role Play: Partner B – Customer**

A: What do you want to do on vacation?
 B: I want to _____, and I want to travel in the _____ season.
 A: You might like the _____ hotel. It has a _____ star rating.

	Hotel 1	Hotel 2	Hotel 3
Hotel name			
Rating			
Price per night			
Dates available			
Things to do	visit theaters and museums	swim, relax, catch fish	ski, skate, hike in the snow

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6C. Activities – Pair work

Partner B is a customer who wants to plan a vacation and will look at the information on this slide. Partner A is a travel agent, and will look at the information on the previous slide. They must ask and answer questions to fill out the missing information on their charts. They may NOT look at each other’s slides.



Abraham's Song



Abraham and Sarah were very very old when God gave them a promise and this is what he told them: "You will have a baby and descendants like the stars. Through you I'll bless the whole world, all nations near and far."

They loved their son Isaac. And then God tested Abe. He said, "Sacrifice your son to me." So Abraham obeyed. He took a knife to kill him, ready to do what God said. But God said "Stop! Don't hurt your boy." And gave his sheep instead.

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. 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).

1A. Homework – Write about the pictures.

1 	It is autumn. The leaves are falling.	4 	
2 		5 	
3 		6 	

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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.



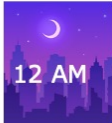



Number one is an example.

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

1. autumn/fall

2. summer
3. spring
4. winter
5. tonight
6. vacation

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. noon
- 8. midnight
- 9. late
- 10. early
- 11. hotel
- 12. holiday

2A. Fill in the blanks

nations

wives

leaves

sons

winter

flowers

summer

stars

- A. "There will always be cold and hot, summer and _____, day and night on earth."
- B. The _____ fall during autumn and _____ bloom in spring.
- C. Abraham had two _____ who gave him two _____.
- D. Because Abraham trusted God, all _____ are blessed.
- E. Abraham's offspring outnumber the _____ in the sky.

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Homework 2A. – Grammar and Vocabulary Review

Plural Nouns

Fill in the blanks to complete the sentences.

- A. There will always be cold and hot, summer and **winter**, day and night on earth." Gen 8:22b
- B. The **leaves** fall during autumn and **flowers** bloom in spring.
- C. Abraham had two **wives** who gave him two **sons**.
- D. Because Abraham trusted God, all **nations** are blessed.
- E. Abraham's offspring outnumber the **stars** in the sky.

2B. Write the correct forms.

Singular	Plural	Singular	Plural
1. wife	wives	8.	children
2. sacrifice		9. holiday	
3.	nations	10.	people
4. baby		11. life	
5. covenant		12.	churches
6.	stories	13. box	
7. woman		14. potato	

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Homework 2B. – Grammar Review

Forming Plural Nouns

Learners will write the singular or plural form of each word. Number 1 is an example.

Answers:

2. sacrifices
3. nation
4. babies
5. covenants
6. story
7. women
8. child
9. holidays
10. person
11. lives
12. church
13. boxes

14. potatoes

3. Write questions and ask your partner.

Questions	Answers
1. What is your favorite season?	My favorite season is fall.
2. What are you doing _____	
3. What _____ is it	
4. Which _____ is he staying at	
5. When will the _____ arrive	
6. Where are you going on _____	
7. What do you do in the _____	

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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.

Their questions will vary, but may include:

2. What are you doing tonight?
3. What season is it?
4. Which hotel is he staying at?
5. When will the bus arrive?
6. Where are you going on vacation?
7. What do you do in the spring?

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.

 4. Answer and say the sentences. Mark the /er/ and /awl/ sounds.

A. What color is the wall?	The wall is blue.
B. When does summer start?	
C. Do you like to shop at the mall?	
D. Is winter warmer than fall?	
E. Who do you call on the phone?	
F. Is butter better than olive oil?	

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

This homework practices writing, spelling, and pronouncing the /er/ and /awl/ sounds.

Answers will vary. Learners should mark the following sounds:

- A. What color is the **wall**?
- B. When does summer**er** start?
- C. Do you like to shop at the **mall**?
- D. Is winter**er** warmer than **fall**?
- E. Who do you **call** on the phone?
- F. Is butter**er** better than olive oil?



5. Bible Reading Review

1. What new name did God give Abram? What does the new name mean?
2. What new name did God give Sarai? What does the new name mean?
3. Who was Ishmael's mother?
4. How old were Isaac's parents when he was born?
5. What questions do you still have about this story?

Homework 5. – Bible Reading Review

Students may look back at the story to answer the questions.

Answers:

1. Abraham. It means father of many nations.
2. Sarah. It means princess.
3. Hagar, the slave of Sarai (Sarah).
4. Abraham was 100 and Sarah was 90 years old.
5. Answers will vary.

6A. Choose 1 Verse to Memorize

A

"Because you were willing to give me everything, even your only son, I promise to bless you. Your offspring will be more than the stars in the sky."

[Genesis 22:17 ERV](#)

B

At exactly the time God said it would happen, Sarah became pregnant and gave birth to a son for Abraham in his old age. [Genesis 21:3](#)

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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

“The fig tree teaches us a lesson: When its branches become green and soft, and new leaves begin to grow, then you know that summer is very near.” [Matthew 24:32 ERV](#)

- Read the next lesson’s Bible verses: Genesis [24:1-25:26](#) 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 email message.

To: Audrey
From: Mom
Re: Vacation
Hi, Audrey.



I'd like to go on a vacation with you in the early spring. I think we should go to a warmer place, like Morocco or Spain. Call me tonight or by noon tomorrow, if you want to go. I was hoping to ride camels with you and visit your friends in Spain. The weather should be warm and sunny. We can visit museums and celebrate the Easter holiday there. We can relax and sleep late every day. I love you. Talk to you soon.

Love,


Mom

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Homework 7A. – Everyday Reading and Writing

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

 **7B. Answer the questions from the email.**

- A. When does Audrey's mom want to go on vacation?
- B. What does Audrey's mom want to do with Audrey on vacation?
- C. Where does Audrey's mom want to travel?
- D. What time does Audrey's mom want her to respond by?
- E. Where do YOU want to go on vacation?

Homework 7B. – Everyday Reading and Writing

Learners will answer the questions about the email on the previous slide.

Answers:

- A. She wants to go in the spring.
- B. She wants to ride camels and visit Audrey's friends in Spain. She also wants to visit museums, celebrate Easter, relax and sleep late.
- C. She wants to go to Morocco or Spain.
- D. She wants her to respond by noon tomorrow.
- E. Answers will vary.



8. Homework – Writing

Write a letter to a friend about what you like to do each season and holiday. Example: *Dear Joe, My favorite season is autumn, because the leaves change color. We also celebrate the Thanksgiving holiday in the fall.*



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Homework 8. – Writing

Model. Write something about your experiences with the four seasons. Example: *My favorite season is autumn because the leaves change color.*

Answers will vary.



9. Now I Can...

- I can talk about time and the seasons.
- I can understand, say, read, and write the 12 vocabulary words.
- I can say and write plural nouns.
- I can understand that God promised to bless all nations through Abraham.

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

Acknowledgements

We would like to thank the entire Light of the World volunteer team for their hard work and creativity in making this project possible. For all those around the world who prayed, wrote, edited, narrated, illustrated, sang, tested, and gave generously for this curriculum, we appreciate you sharing the love of Jesus through the gift of English. Our team members include:

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Bible story and pictures on slides 14-21 adapted from the original work by unfoldingWord available from <https://openbiblestories.org>