

Teacher's Notes:

Bible Reading: God Provides for Isaac – [Genesis 24:1-25:26](#)

Theme: Shopping

Pronunciation: /A/ spelled ay and /er/ spelled ur

Grammar: Numbers 1-60

Preparation:

Pray

Read the Bible passages

Preview slides and game.

Optional: Bring props such as a receipt, cash, credit card, play money, bags, register, etc.



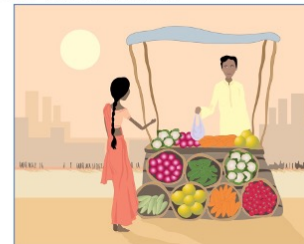
Pray, Review, and Preview

Bible Reading: God Provides for Isaac. [Genesis 24:1-25:26](#)

Theme: Shopping

Pronunciation: /A/ spelled ay and /er/ spelled ur

Grammar: Numbers 1-60 and quantifiers for noncount nouns



© 2022-2025 Light of the World Learning,

Pray

Pray for the class, thanking God for the people he puts in our lives to meet and for his love. Ask him to bless your class time and the students.

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.



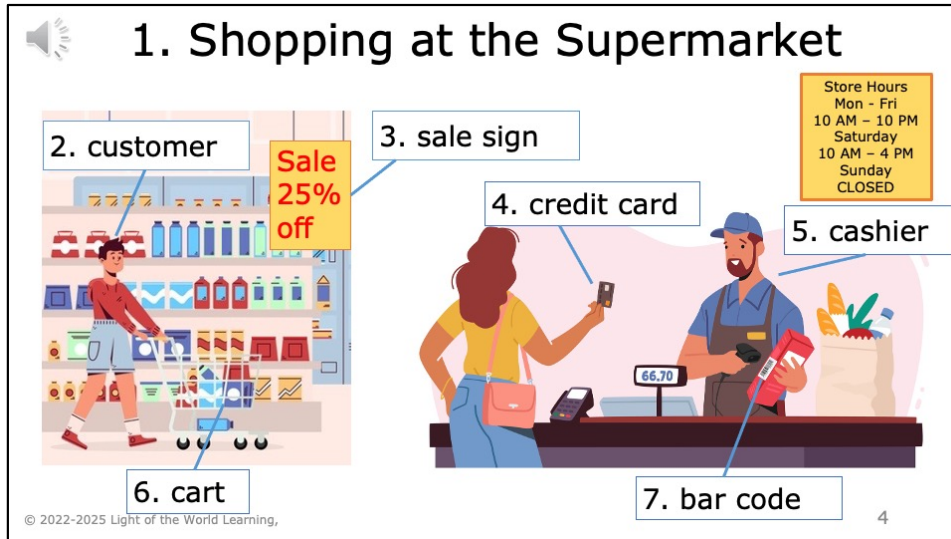
1A. Discuss Theme Picture

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: **market, cashier, open, closed, credit card, shopping cart, sale sign, bottles of milk,** etc.

More advanced students can be encouraged to make complete sentences:

He is pushing a cart. The store is closed on Sunday. She is paying with a credit card.







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
			
a cart	a barcode	a cashier	a sale
I need a cart.	Scan the barcode.	The cashier works hard.	The store has a sale today.

© 2022-2025 Light of the World Learning, 5

2A. Vocabulary

Note: A sale is a special time when a store offers lower prices. "On sale" is an adjective referring to things offered at lower prices, E.g. "The shoes are on sale today."

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

3. Say the word in the written sentence: "I need a cart."

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

Listen and repeat.

5	6	7	8
			
a credit card	market	a receipt	cash
I pay with a credit card.	Welcome to the market.	Here is your receipt.	We paid cash for the food.

© 2022-2025 Light of the World Learning, 6


2B. Vocabulary





1. Say the new words in a simple sentence: "This is a credit card." 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 credit card, a credit card, a credit card*. 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 pay with a credit card."

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

 Listen and repeat.

9 	10 	11 	12 
to return	to open	to close	to try on
I want to return the box.	Please open the door	Please close the door.	I want to try on the skirt.

© 2022-2025 Light of the World Learning, 7

2C. Vocabulary

- 1. Say the new words in a simple sentence:** "This is return." 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: *to return, the return, to return*. 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 want to return the box.*"
- 4. Check students' comprehension by asking direct questions.** For example, *What is this? What is happening to the door? Is the door open?*



Numbers 1-60 Review

1	one	11	eleven	30	thirty
2	two	12	twelve	40	forty
3	three	13	thirteen	50	fifty
4	four	14	fourteen	60	sixty
5	five	15	fifteen	For numbers 21-60 add the tens place with ones place. Examples: forty + four = forty-four fifty + nine = fifty-nine	
6	six	16	sixteen		
7	seven	17	seventeen		
8	eight	18	eighteen		
9	nine	19	nineteen		
10	ten	20	twenty		

© 2022-2025 Light of the World Learning,

8


2D. Grammar

Numbers 1-20


Note: Spelling out numbers means writing them out as words not just writing the symbol.

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

Have students hold up as many fingers as the numbers they say or write the numbers out.

 **Noncount Nouns**

Noncount Noun	Quantifiers	Phrase
water	bottle, glass, liter	12 bottles of water
rice	box, bag, bowl	2 bags of rice
bread	loaf, slice, piece	3 loaves of bread
gas	tank, can, gallon	20 gallons of gas
food	a cart, a bag	5 bags of food
cash	a lot, a little, some	a little cash
homework	a lot, a little, some	some homework



© 2022-2025 Light of the World Learning.

2E. Grammar

Noncount Nouns

Note: Noncount nouns have no article and are only used in the singular. They are preceded by a quantifier to show quantity.
 Examples: a bottle of milk, a loaf of bread, NOT ~~milks, breads.~~

Model, Repeat, and Solo the words in the chart.



Listen and repeat.

A: Hello. Do you want to pay with cash or credit card?

B: **Credit card.**

A: Ok. The total is **\$59.17**. Would you like a receipt?

B: **Yes, please.**

A: Do you want paper or plastic bags?

B: **No, thank you. We have our own bags.**

A: Great. Thanks for shopping with us!

B: You're welcome. Have a nice day.



© 2022-2025 Light of the World Learning,

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.

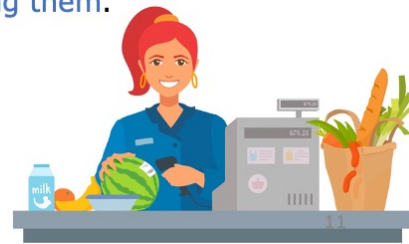
A: So, **Becky**, what do you do?

B: I'm a **cashier** at a **big supermarket**. I **scan barcodes** and **take cash and credit cards** from customers.

A: That's interesting. What do you like about your job?

B: I like **talking to people** and **helping them**.

A: Good for you!



© 2022-2025 Light of the World Learning,

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. /A/ spelled ay	2. /er/ spelled ur	3. Challenge
pay	burn	
may	return	
pray	hurt	
birthday	church	
say	turn	

- A. May I return this bottle of milk?
B. We prayed at church on Thursday.

© 2022-2025 Light of the World Learning,

12

4A. Pronunciation - Sound and Spelling

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/ *pay, may, pray, birthday, say*). 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. — --
return	market	Open it.
receipt	open	credit card
cashier	barcode	Close the door.
a cart	closes	Abraham

© 2022-2025 Light of the World Learning,

13

4B. Pronunciation - 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.

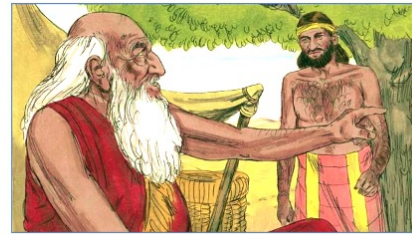
You may use hand gestures to indicate that **the stressed syllable is higher in pitch, longer in duration, and louder**. Invite your students to join in humming the rhythm. Once the class is humming the rhythm in unison, you can begin saying the words. You may also wish to clap the syllables while you 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 Provides for Isaac.

[Genesis 24:1-25:26](#)



When Abraham was very old, his son Isaac grew up to be a man. So Abraham sent one of his servants back to the land where his relatives lived. He told his servant to bring back a wife for Isaac.

© 2022-2025 Light of the World Learning,

14

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. However, if they have not yet read it in their L1, be sure they do so now before reading it in English. 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.



After a very long journey to the land where Abraham's relatives lived, God led the servant to Rebekah. She was the granddaughter of Abraham's brother.

Rebekah agreed to leave her family and go back with the servant to Isaac's home. Isaac married her as soon as she arrived.



© 2022-2025 Light of the World Learning,

15

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.



After a long time, Abraham died. God then blessed Abraham's son Isaac because of the covenant he had made with Abraham. One of God's promises in that covenant was that Abraham would have many descendants. But Isaac's wife, Rebekah, could not have children. So Isaac prayed for her.



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.



The Lord heard Isaac's prayers and allowed her to get pregnant with twins. The two babies inside her struggled with each other, so Rebekah asked God what was happening.



God told Rebekah, "You will give birth to two sons. Their descendants will become two different nations. They will struggle with each other but the nation of your older son will have to obey the nation of your younger son."



© 2022-2025 Light of the World Learning,

17

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 Rebekah's twins were born, the older son was red and hairy, so they named him Esau. Then the younger son came out holding on to Esau's heel, so they named him Jacob.



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. Who was Rebekah?
2. What did God tell Rebekah?
3. How did God show his faithfulness to Abraham?
4. Why did Isaac pray for Rebekah?
5. When did the Lord hear your prayers? What happened?



© 2022-2025 Light of the World Learning,

19

5G. Bible Reading Questions

Ask the questions and discuss as a group. For questions 1-4 you may go back to the story to help students find the answer.

Answers:

1. She was the granddaughter of Abraham's brother, the wife of Isaac, and the mother of Esau and Jacob.
2. God told Rebekah that she will give birth to two sons, whose descendants will be two different nations.
3. God promised Abraham many descendants and he gave him that through Rebekah and Jacob's sons.
4. He prayed for her because she could not have children.

Answers will vary for question 5.



Listen and fill in the blanks.

market

adventures

cash

pay

Thursday

pray

burned

church

open

birthday

A: I'm going to ____1 on ____2 for Bible study. We'll ____3 and then discuss Acts. I'm excited to talk about Paul's ____4. I need to go to the ____5 first to buy snacks. I think I have enough ____6 to ____7 for them.

B: That sounds great. I'll go with you to the store. It should still be ____8. I need to buy a ____9 cake for Emma. I tried to bake one for her, but it ____10!



© 2022-2025 Light of the World Learning,

20 20


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

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: I'm going to **church** on **Thursday** for Bible study. We'll **pray** and then discuss Acts. I'm excited to talk about Paul's **adventures**. I need to go to the **market** first to buy snacks. I think I have enough **cash** to **pay** for them.

B: That sounds great. I'll go with you to the store. It should still be **open**. I need to buy a **birthday** cake for Emma. I tried to bake one for her, but it **burned**!

 **Role-Play: Shopping**

A.
Cashier

1. Can I help you?
2. Do you want to try on that _____?
3. Did you know all of our _____ are 50% off?
4. Do you need a shopping cart?
5. Did you find everything you needed?
6. Do you have any questions?
7. Do you want a paper or plastic bag?
8. Do you want to pay with cash or credit card?
9. Would you like a receipt?



© 2022-2025 Light of the World Learning.

21

6B. Activities – Pair work role-play

Ask the students to role play the parts of a cashier and a customer by asking the questions to one another and answering them. Partner A is the cashier and asks the questions on this slide. Partner B is the customer and asks the questions on the next slide.

For extra fun, use props such clothing, food, and play money.



B.

Role-Play: Shopping



Customer


1. Is this ___ on sale?
2. May I return this ___?
3. What time does the store close tonight?
4. What time does the store open on Saturday?
5. How much does a box of _____ cost?
6. Do you sell _____?
7. Do you have _____ in a different size?
8. Where is the _____?
9. Can you please scan this barcode for the price?




6C. Activities – Pair work role-play

Ask the students to role play the parts of a cashier and a customer by asking the questions to one another and answering them. Partner A is the cashier and asks the questions on the previous slide. Partner B is the customer and asks the questions on this slide.

For extra fun, use props such as clothing, food, and play money.

 **Game - Charades**

Act out the vocabulary words.



2022-2025 Light of the World Learning, 23

7. Game

Charades: Each student takes turns acting out various vocabulary words. The person who guesses the most correctly is the winner.

Give each student a sheet of paper with 5 different vocabulary words selected from this lesson and previous lessons. If you are teaching online, use the chat box to send different vocabulary words to each student.


Words may include:







barcode, try on, cashier, credit card, cash, receipt, return, market, cart, sale, close, open

1. Model: Act out a couple of the vocabulary words and have the students guess the word.

2. Repeat: Students act out the gestures with you.

3. Solo: Have the students act out the words you have given them and others guess what the words are.

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

<p>1</p> 	<p>We can buy bags of rice and bottles of juice at the market.</p>	<p>4</p> 	
<p>2</p> 		<p>5</p> 	
<p>3</p> 		<p>6</p> 	

© 2022–2025 Light of the World Learning, 24

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. 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. market
2. close
3. open

4. receipt
5. return
6. cashier

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

<p>7</p> 		<p>10</p> 	
<p>8</p> 		<p>11</p> 	
<p>9</p> 		<p>12</p> 	

© 2022-2025 Light of the World Learning, 25

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. cart
- 8. credit card
- 9. cash
- 10. barcode
- 11. try on
- 12. sale



2A. Fill in the blanks.

ten	credit card	closed	barcode	cash	go
heel	rice	cashier	cart	food	say

- A. You can pay with _____ or _____.
- B. We filled up the _____ with a lot of _____ today.
- C. Please buy _____ bottles of soda and four bags of _____.
- D. The _____ scanned the _____ and said the price was \$53.
- E. Our family went to the store to _____ shoes, but the store was _____ until 10:45.

© 2022-2025 Light of the World Learning,

26

Homework 2A. – Grammar and Vocabulary Review

Fill in the blanks to complete the sentences.

- A. You can pay with a **credit card** or **cash**.
- B. We filled up the **cart** with a lot of **food**.
- C. Please buy **ten** bottles of soda and ten bags of **rice**.
- D. The **cashier** scans the **barcode**.
- E. The boys went to the store to **try on** shoes, but the store was **closed** until 10:45.



2B. Write the Number

Number	Word		Number	Word
56	fifty-six		11	
20			41	
12			38	
29			59	
3			44	
32			60	
47			13	

© 2022-2025 Light of the World Learning.

27

Homework 2B. – Grammar Review

Writing out Numbers

Learners will spell out the numbers.

Answers:

56 fifty-six
20 twenty
12 twelve
29 twenty-nine
3 three
32 thirty-two
47 forty-seven
11 eleven
41 forty-one
38 thirty-eight
59 fifty-nine
44 forty-four

60 sixty
13 thirteen

Write questions and ask your partner.

Questions	Answers
1. Where is the market?	The market is over there.
2. Do you have a lot of _____	
3. How much is a bottle of _____	
4. How much _____ do you have	
5. Where do you buy _____	
6. Do you use _____ or _____	
7. How much do you pay for _____	

© 2022-2025 Light of the World Learning,

28

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:

2. Do you have a lot of homework?
3. How much is a bottle of cola?
4. How much water do you have?
5. Where do you buy shoes?
6. Do you use cash or credit cards?
7. How much do you pay for milk?



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

A. Where is the church?	The church is over there.
B. What day is it today?	
C. Where does your body hurt?	
D. What did you return to a store?	
E. What is the date on Saturday?	
F. Do you shop on Thursdays?	

© 2022-2025 Light of the World Learning,

29

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

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

Answers will vary. Learners should mark the following sounds:

- A. Where is the church?
- B. What day is it today?
- C. Where does your body hurt?
- D. What did you return to a store?
- E. What is the date on Saturday?
- F. Do you shop on Thursdays?

5. Bible Reading Review

Fill in the names and match the pictures with the sentences.

1. _____ became pregnant with two sons.
2. _____ sent a servant to find a wife for _____.
3. God told _____ that her sons would make two different nations.
4. The younger son, _____, was born holding the heel of _____.

A. _____



B. _____



C. _____



D. _____



© 2022-2025 Light of the World Learning,

30

Homework 5. – Bible Reading Review

Students may look back at the story to fill in the correct names and match the sentences with the pictures.

Answers:

1. **Rebekah** became pregnant with two sons.
 2. **Abraham** sent a servant to find a wife for **Isaac**.
 3. God told **Rebekah** that her sons would make two different nations.
 4. The younger son, **Jacob**, was born holding the heel of **Esau**.
- A. 2
B. 4
C. 1
D. 3

6A. Choose 1 Verse to Memorize

A

"Go back to my country, to my own people, to find a wife for my son Isaac. Bring her here to him." [Genesis 24:47 ERV](#)

B

Isaac's wife could not have children. So Isaac prayed to the LORD for her. The LORD heard Isaac's prayer, and he allowed Rebekah to become pregnant. [Genesis 25:21 ERV](#)

© 2022-2025 Light of the World Learning,

31

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 “ Don’t save treasures for yourselves here on earth. Moths and rust will destroy them. And thieves can break into your house and steal them. Instead, save your treasures in heaven, where they cannot be destroyed by moths or rust and where thieves cannot break in and steal them.”

[Matthew 6:19-20 ERV](#)

Read the next lesson’s Bible verses: [Genesis 25:27-35:29](#) in your language.

© 2022-2025 Light of the World Learning,

32

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 letter



Dear Super Shoes Store Manager,

I bought a pair of shoes from your online store on May 27th. I paid \$35.59 by credit card and I have attached a copy of my receipt. When I tried on the shoes, they fit very well. I like the color and style. But when I wore them to school, I saw that the bottom of one shoe has a hole in the heel!

I am returning the shoes. I would like to exchange these shoes for a different pair that does not have a hole. If you do not have another pair of shoes in this size, please refund my money. Thank you for your help.

Sincerely,

Nabeel Smith

© 2022-2025 Light of the World Learning,

33

Homework 7A. – Everyday Reading and Writing

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

 **7B. Answer questions about the letter.**

- A. Who is the letter to?
- B. Why did Nabeel like the shoes?
- C. What was the problem?
- D. What does he want now?
- E. Have you returned something to a store? What happened?

Homework 7B. – Everyday Reading and Writing

The learners will read the letter and answer the questions.

Answers:

- A. The store manager of Super Shoes.
- B. They fit well and he likes the color and style.
- C. There is a hole in the heel of the shoe.
- D. He wants a new pair of shoes without a hole.
- E. Answers will vary.



8. Writing

Write a review for a store or market you like.



I like to shop at _____ because _____ . The prices are _____. The people are _____ and the _____ are _____. I shop there _____ times a _____. The store is open _____ to _____. I go there to buy _____ and _____. You can buy a lot of _____ or a _____ of _____ here. You can also buy some _____. It's great!

© 2022-2025 Light of the World Learning,

35

Homework 8. – Writing

Model. Write something about your own experiences with a store.

Example:

I like to shop at Tischler's Grocery Store because it is close to my home. The prices are good. The people are very nice and the sausages are very good. I shop there four times a month. The store is open 9:00 AM to 9:00 PM. I go there to buy meat and bakery. You can buy a lot of food or a gallon of milk here. You can also buy some eggs. It's great!



9. Now I Can...

- I can talk about shopping.
- I can understand, say, read, and write the 12 vocabulary words.
- I can use and correctly write numbers 1-60.
- I can use noncount nouns with quantifiers.
- I can understand God is faithful in keeping his promises.

© 2022-2025 Light of the World Learning,

36

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

© 2022-2025 Light of the World Learning,

37

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:

Anonymous	Prakash Chandra Giri	James Lewis	Sara Scazzero
Jean Ato	Ellenor Gopal	Micah Beth Lewis	Hannah Schmokel
Bradley Baurain	Rachel Grijincu	Ward Lewis	Leah Sprague
Rachael Braggs	Carol Hale	Johnny Lukasevich	Ellie Talalight
Larry Buell	Emily Hamilton	Gail MacMillan	Peter Talalight
Cindy Campbell	Patty Hickman	Ivan Mader	Weston Talalight
Christian Cha	Debbie Johnson	Amy Martin	Rachel Tamang
Nancy Cobb	Carey Jo Johnston	Diana Martz	Darrell Turner
Emily Cox	Nancy Kingdon	Christy McPherson	Graham Whitmore
Marilyn Dano	Dorothy Konadu	Tracy Meddaugh	Cheri Wilke
Alyssa Dokolas	Martha Lane	Barbara Newsome	Ted York
EasyReadEnglish.com	Audrey Larsen	Brenda Nielsen	Anita Zeifert
Don Edic	Tai Young Lee	Deborah O'Donnell	
MaryBeth Gahan	Aden Lewis	Georg Ort	
Melina Gallo	Bruce Lewis	Martha Ort	
Alicia Gentile	Elena Lewis	Joan Phelps	

Bible story and pictures on slides 14-19, 30 adapted from the original work by unfoldingWord available from <https://openbiblestories.org>