

Teacher's Notes:

Bible Reading: God Saves Joseph and His Family– [Genesis 37-50](#)

Theme: Family

Pronunciation: /E/ spelled ee and /I/ spelled y

Grammar: Object Pronouns, and Possessives with apostrophe S

Preparation:

Pray, especially for students who are sad because their family members are not living, or are far away.

Read the Bible passages.

Preview slides and song.

Bring pictures of your own family, and famous families your students may know (The British royal family, TV families, etc.) Not all students are comfortable talking about their families in class, so give them them opportunity to talk about other families, if they prefer.



Pray, Review, and Preview

Bible Reading: God Saves Joseph and His Family– [Genesis 37-50](#)

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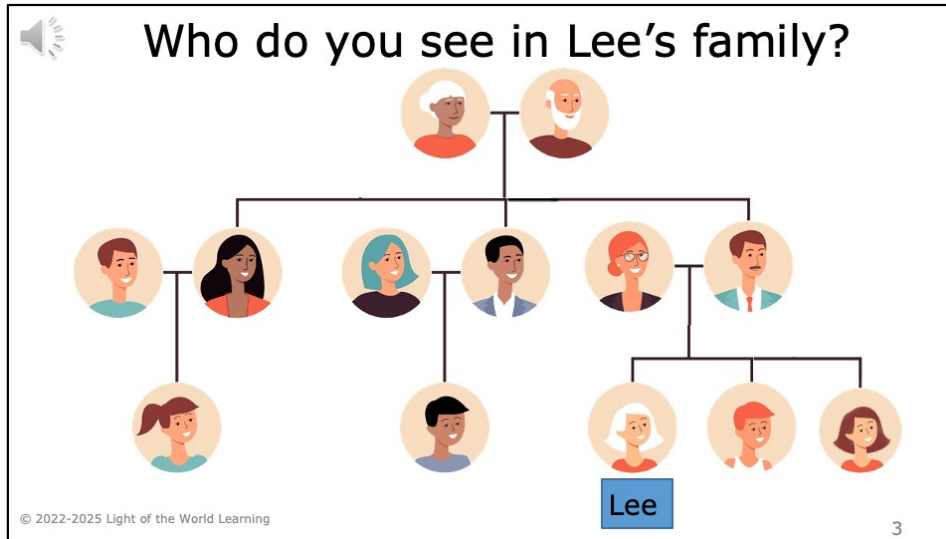
Pray

Pray for the class and their families: parents, siblings, grandparents, and others. Pray for students who are sad because their family members are not living, or are far away. Thank the Lord for being our heavenly father and making us part of his family.

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.

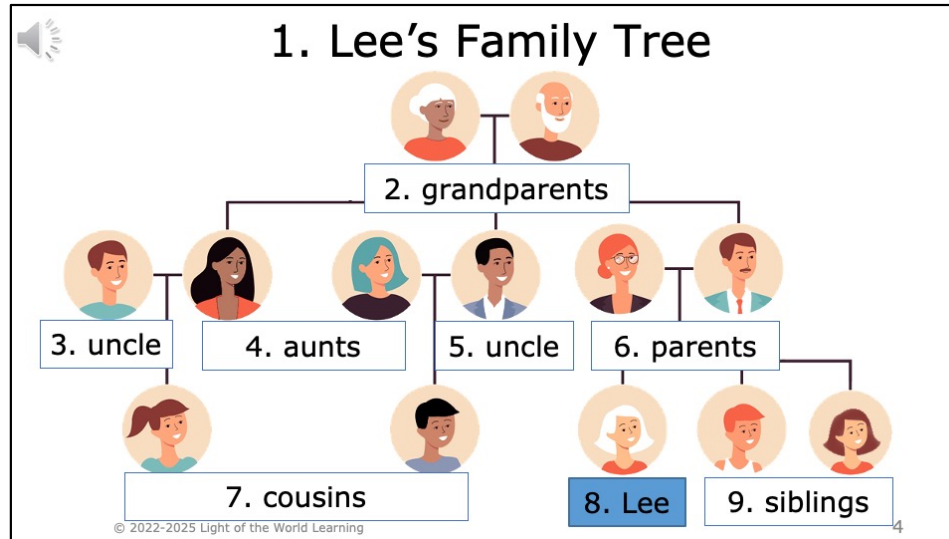


1A. Discuss Theme Picture

Ask "Who do you see in Lee's family?" and "Who else?" to elicit vocabulary they already know. Repeat and write their words or show the words on the next slide.

Answers may include: *grandfather, grandmother, grandparents, father, mother, parents, siblings, cousins, aunts, uncles, brother, sister, family, etc.*

More advanced students can be encouraged to make complete sentences:
I see Lee's grandparents, her parents, and her cousins. Lee has two aunts, two uncles and two siblings. This is the family tree of Lee.




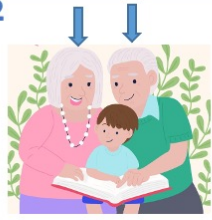


1B. Show Words for Theme Picture

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 parent	a grandparent	a sibling	an uncle
Fathers and mothers are parents.	Grandfathers and grandmothers are grandparents.	Brothers and sisters are siblings.	My parents' brothers are my uncles.

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2A. Vocabulary

Note: *Parent, grandparent, sibling* and *cousin* may be male or female. *Uncle* is male and can be a parent's brother or the husband of a parent's sister.


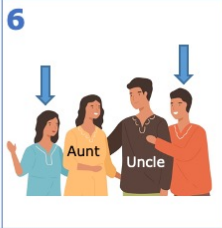


1. Say the new words in a simple sentence: *They are parents.* several times, while indicating the object or picture. Students just watch and listen. Be sure to use a natural speaking voice, and good rhythm and intonation.

2. Say the word several times, as you indicate the object. For example, say: *parents, parents, parents.* 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, *Fathers and mothers are parents.*

4. Check students' comprehension by asking direct questions.
For example, *Who are they? Is he an uncle?*

Listen and repeat.

5 	6 	7 	8 
an aunt	a cousin	a home	a wedding
My parents' sisters are my aunts.	My cousins are my uncle and aunt's kids.	I live at home with my family.	My cousin's wedding was beautiful.


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2B. Vocabulary

Note: *Aunt* is female and can refer to a parent's sister or the wife of a parent's brother. *Cousin* can be male or female.

- 1. Say the new words in a simple sentence:** *She is an aunt.* 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: *an aunt, an aunt, an aunt.* 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, *My parents' sisters are my aunts.*
- 4. Check students' comprehension by asking direct questions.**

For example, *Who is she? Who are they? What is this?*

 Listen and repeat.

<p>9</p> 	<p>10</p> 	<p>11</p> 	<p>12</p> 
<p>a guest</p>	<p>a mirror</p>	<p>to get along</p>	<p>to fight</p>
<p>Our guests will visit for three days.</p>	<p>He looks at himself in the mirror.</p>	<p>I get along well with all my cousins.</p>	<p>I sometimes fight with my brother.</p>

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2C. Vocabulary

- 1. Say the new words in a simple sentence:** *These are guests.* 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 guest, a guest, a guest.* 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: *Our guests will visit for three days.*
- 4. Check students' comprehension by asking direct questions.** For example, *Who are they? Who does he fight with?*



We can use 'S to show possession.

	"Of" Phrase	Apostrophe S
1	The siblings of Joseph	Joseph's siblings
2	The uncle of Mary	Mary's uncle
3	The followers of Jesus	Jesus' followers
4	The parents of my parents	My parents' parents
5	The guest of my grandparents	
6	The home of our aunt	
7	The mirror of Dan	

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2D. Grammar – Apostrophe S to show belonging and possession.

If a noun already ends with the letter S (Jesus, parents) just add an apostrophe at the end of the word to make it possessive. You do not need to add another S at the end.

You may also use students' possessions to demonstrate: *Whose pen is this? This is Joe's pen. Whose book is this? This is Susan's book.*

You may also use the family tree from the Theme Picture on slide 3 to demonstrate. *Whose brother is this? It's Lee's brother. Whose wife is this? It's Lee's uncle's wife.*

Note apostrophe S can also be used as a contraction for is or has: *He's late. She's seen the movie.*

Model, Repeat, and Solo sentences 1-4. Ask students to complete 5-7.

Answers

5. My grandparents' guest

6. Our aunt's home
7 Dan's mirror

Subject Pronoun		Object Pronoun	Sentence
1	I	me	I am a teacher and God loves me .
2	you	you	You are a student and God loves you .
3	he	him	He is my uncle and God loves ____.
4	she	her	____ is my aunt and God loves ____.
5	it	it	____ is the world and God loves ____.
6	we	us	____ are siblings and God loves ____.
7	they	them	____ are parents and God loves ____.

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2E. Grammar – Object Pronouns

Model, repeat and solo, the subject and object pronouns we have learned in previous lessons. Read sentences 1 and 2 as examples. Then ask students to complete sentences 3-7 as practice.

Note: Subject pronouns often start sentences, **before** the verb. Object pronouns are often at the end or middle of sentences **after** the verb or the preposition. Object pronouns are used in place of the person or thing that is receiving the action in a sentence.

Answers

3. He is my uncle and God loves him.
4. She is my aunt and God loves her.
5. It is the world and God loves it.
6. We are siblings and God loves us.
7. They are parents and God loves them.



Listen and repeat.



A: What are you going to do this weekend?

B: I'm going to visit my **grandparents' home**. It's my **grandmother's birthday**.

A: Are you going to see **your cousins**?

B: Yes, and my **uncles, aunts and siblings** will be there, too.

A: That's great. The last time I saw **my family** was **three years ago at a wedding**. I miss **them**.

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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: I'm so sorry, I broke your **mirror**.

B: Oh no! What happened?

A: I threw a ball at **my cousin** and it hit the **mirror**.

B: Why did you throw a ball inside the house?

A: We were fighting. Please forgive me.

B: I forgive you. But don't fight anymore. You need to get along with **your cousin** and love **him**.

A: Ok. I can try to get along with **him**.



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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. /E/ spelled ee	2. /I/ spelled y	3. Challenge
tree	my	
breeze	sky	
speech	fly	
three	dry	
agree	why	

- A. Three birds fly in the blue sky.
B. I feel the breeze on my face.

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4A. Pronunciation - Sound and Spelling

Note: When the letter Y follows a consonant at the end of a one-syllable word, it is pronounced as a long /I/. When a word has two Es together they are usually pronounced as a long /E/.

1. Model: Say the sound several times while pointing to it. For example, point to the /E/ and say /E/ /E/ /E/. Then say the sound and quickly read the entire list, pointing to each item as you read it (/E/, tree, breeze, speech, three, agree). 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. -- — -
family	parents	Please forgive me.
grandparents	cousin	I forgive you.
wedding day	uncle	get along with
Abraham	wedding	Check the mirror.

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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.

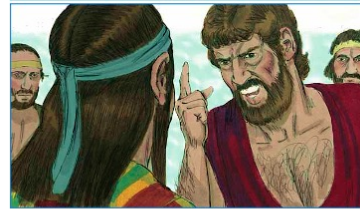
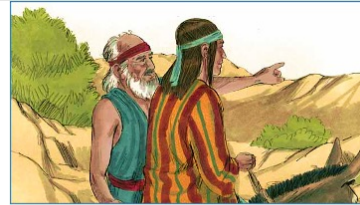
You may use hand gestures to indicate that **the stressed syllable is higher in pitch, longer in duration, and louder**. Invite your students to join in humming the rhythm. Once the class is humming the rhythm in unison, you can begin saying the words. You may also wish to clap the syllables while you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

God Saves Joseph and His Family.

Genesis 37-50

Many years later, when Jacob was an old man, he sent his favorite son, Joseph, to check on his brothers who were taking care of the sheep. Joseph's brothers hated him because their father loved him most, and because Joseph had dreamed that he would be their ruler.



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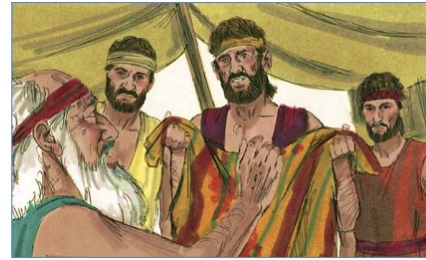
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5A. Bible Reading

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.

When Joseph came to his brothers, they attacked him and tore off his beautiful robe. They threw him into an empty well that was dry. Then they sold him to some slave traders.




Before Joseph's brothers returned home, they tore Joseph's robe and dipped it in goat's blood. Then they showed the robe to their father, Jacob, so he would think that a wild animal had killed Joseph. Jacob was very sad.



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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.

 The slave traders took Joseph away to Egypt. Egypt was a large, powerful country on the Nile River. They sold Joseph as a slave to a wealthy government official. Joseph served his master well, and God blessed Joseph. His master's wife tried to sleep with Joseph, but Joseph refused to sin against God in this way. She became angry and falsely accused Joseph, so he was arrested and sent to prison. But even in prison, Joseph stayed faithful to God, and God blessed him.





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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.

After two years, Joseph was still in prison even though he was innocent. One night Pharaoh, the Egyptian king, had two dreams that upset him greatly. None of his advisors could tell him the meaning of the dreams.

But God gave Joseph the ability to interpret dreams, so Pharaoh had Joseph brought to him from the prison. Joseph interpreted the dreams for him and said, "God is going to send seven years of good harvests followed by seven years of famine."



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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.




Pharaoh was so impressed with Joseph that he made him the second most powerful man in all of Egypt!


Joseph told the people to store up large amounts of food during the seven years of good harvests. When the seven years of famine came, Joseph sold the food to the people so they would have enough to eat.



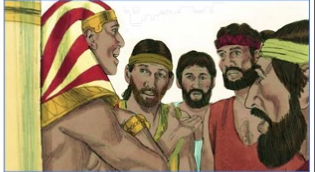
5E. Bible Reading

- 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.

 The famine was terrible, not only in Egypt, but also in Canaan where Jacob and his family lived. So, Jacob sent his older sons to Egypt to buy food.



The brothers did not recognize Joseph when they stood before him to buy food. But Joseph recognized them and tested his brothers to see if they had changed. Then Joseph said to them, "I am your brother, Joseph! Do not be afraid. You tried to do evil when you sold me as a slave, but God used the evil for good! Come and live in Egypt so I can provide for you and your families."



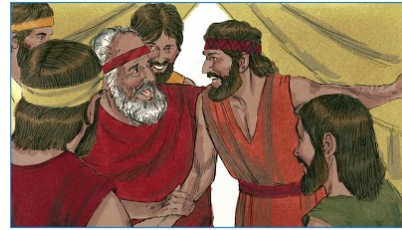
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5F. Bible Reading

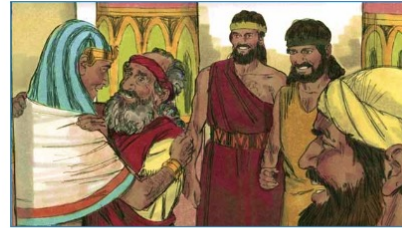
- A. Read the story out loud to the class.
- B. If students ask about words, give simple definitions.
- C. Ask for volunteers to read aloud paragraphs from the story.



So Joseph's brothers returned home to get their families. When they told their father, Jacob, that Joseph was still alive, he was very happy.



Even though Jacob was an old man, he moved to Egypt with all of his family, and they all lived there. Before Jacob died, he blessed each of his sons.



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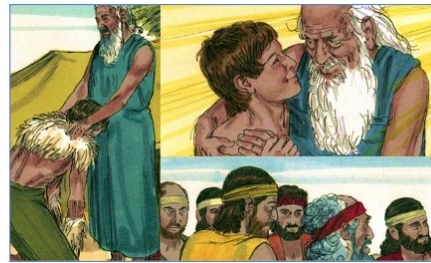
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5G. Bible Reading

- 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.



The covenant promises that God gave to Abraham were passed on to Isaac, then to Jacob, and then to Jacob's 12 sons and their families.



The descendants of Jacob's 12 sons became the 12 tribes of Israel.

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. Why did Joseph's brothers hate him?
2. Why did the Egyptians put Joseph in prison?
3. What did God do for Joseph while he was in prison?
4. How did Joseph get out of prison?
5. Why did Joseph's brothers come to Egypt?
6. How did Joseph treat his brothers when they came to him in Egypt?
7. How can Joseph's story give you hope for the difficult times in your life?

5I. Bible Reading Questions

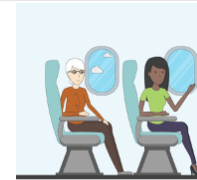
Ask the questions and discuss as a group. For questions 1-6 you may go back to the story to help students find the answer.

Answers:

1. They hated Joseph because Jacob loved Joseph more than he loved his other sons, and because Joseph dreamed that he would rule over his brothers.
2. His master's wife falsely accused Joseph, so he was sent to prison.
3. Joseph remained faithful to God, so God blessed him even in prison.
4. Pharaoh had dreams that no one could interpret. When Joseph told him the meaning of the dreams, Pharaoh made Joseph the second most powerful person in Egypt.
5. There was a great famine and there was no food for them in Canaan, so they came to Egypt to buy food.
6. Joseph first tested them to see if they had changed. Then he told

them who he was and promised to take care of them all in Egypt.
7. Answers will vary.

Listen and answer the questions.



1. What time does the plane leave?
2. Why is Kate going to India?
3. How many guests will be there?
4. Why does Kate like to look out the window?
5. How does Kate feel to see her family?
6. What does Kate always do at weddings?
7. What date and time does James need to pick up Kate?

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6A. Activities – Dictation of sound/spelling words

Read script below at least twice as students listen and answer the questions. They may write long or short answers.

Hello James, this is Kate. I need a ride to the airport next week on Monday. I'm going to fly to India for my cousin's wedding. The plane leaves at 3:00 PM and arrives in Bombay 12 hours later. It's a long flight, but I love to fly. I like to look out the window and see the sky. I feel so happy that I'll see my parents, grandparents, and siblings. There will be more than 200 guests at the wedding! I can't wait to meet my cousin's new husband. I am going to make a speech at the reception. I hope I don't cry. Even though I am happy, I always cry at weddings, I don't know why. So please pick me up at my home by 1:30 PM on Monday July 1st so we can get to the airport on time. Thank you for your help! I really appreciate it.

Answers:

1. Three / The plane leaves at 3:00 PM.

2. For her cousin's wedding.
3. More than 200 guests.
4. She likes to see the sky.
5. She feels happy.
6. Cry / She cries.
7. By 1:30 PM on July 1st.

Partner A – Ask about Joseph’s family.

Questions	Answers
1. Who were Jacob’s four wives?	Leah, Zilpah, Rachel, and Bilhah were Jacob’s wives.
2. Who was Joseph’s uncle?	
3. Who were Rachel’s sons?	
4. Who were Joseph’s grandparents?	
5. Who were Jacob’s grandparents?	
6. Who were Joseph’s parents?	
7. How many siblings did Joseph have?	

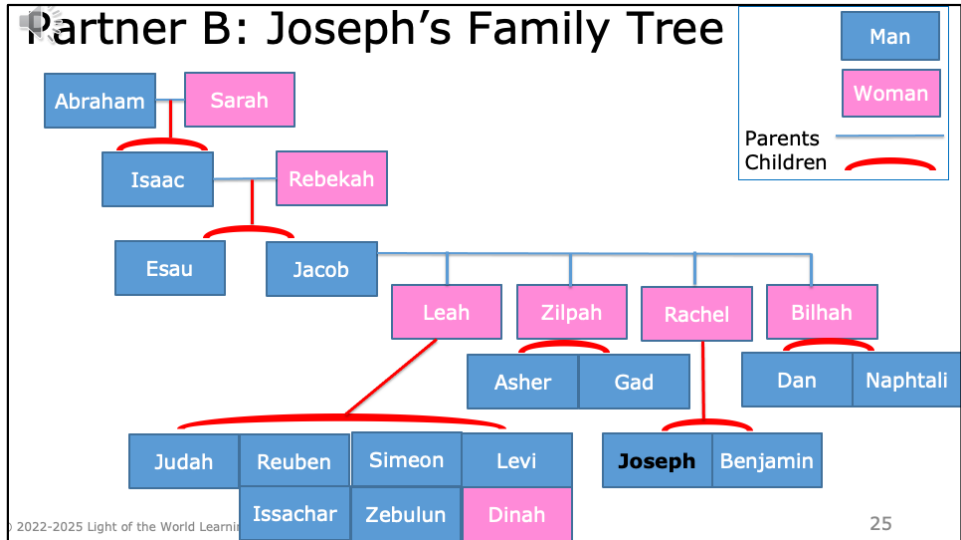
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6B. Activities – Pair work

Partner A will ask questions about Joseph’s family as described in Genesis and write Partner B’s answers. Partner B will answer the questions by looking at the Family Tree shown on the next slide. The partners may not look at each others’ slides. The first answer is given as an example.

Answers

- 2. Esau was Joseph’s uncle.
- 3. Rachel’s sons were Joseph and Benjamin.
- 4. Joseph’s grandparents were Isaac and Rebekah.
- 5. Jacob’s grandparents were Abraham and Sarah.
- 6. Joseph’s parents were Jacob and Rachel.
- 7. Joseph had 12 siblings: 11 brothers and 1 sister.



6C. Activities – Pair work

Partner A will ask questions from the previous slide about Joseph's family as described in Genesis. Partner B will answer the questions by looking at the Family Tree shown on this slide. The partners may not look at each others' slides.

The instructor may explain the family tree chart. The blue boxes represent the men, pink boxes represent the women, blue lines connect the parents, and red lines show the children from those parents.



7. Song

He Has the Whole World in His Hands

He has the whole world in his hands. (x4)
He has the little tiny baby in his hands. (x3)
He has you and me brother in his hands. (x3)
He has you and me sister in his hands. (x3)
He has the whole world in his hands.

He has _____ and _____ in his hands.



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7. Song

Note; It is fun to insert the names of students, countries, or family members into this song. He has Mary and Tai Young in his hands, He has Nigeria and Mexico in his hands, He has my parents and my cousins in his hands... etc.

Students will sing 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. Define words that students ask about. 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>My two cousins are older than me and they live in London, England.</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 may use the following words:

- 2. home

3. fight
4. guests
5. wedding
6. aunt

B. 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. parents
- 8. siblings
- 9. get along
- 10. mirror
- 11. grandparents
- 12. uncle



2A. Fill in the correct pronouns

we her he him she them I they it me us

- A. ____ are my cousins and I love ____.
- B. ____ is my aunt and I love ____.
- C. ____ is my uncle and I love ____.
- D. ____ is my pet and I love ____.
- E. ____ am a person and God loves ____.
- F. ____ are all siblings and God loves ____.

Homework 2A: Grammar and Vocabulary Review

Use the words provided to fill in the blanks.

Answers:

- A. **They** are my cousins and I love **them**.
- B. **She** is my aunt and I love **her**.
- C. **He** is my uncle and I love **him**.
- D. **It** is my pet and I love **it**.
- E. **I** am a person and God loves **me**.
- F. **We** are all siblings and God loves **us**.

2A. Use the family names on slide 25 to make possessive sentences with 's.

- A. **Jacob's** grandparents were Abraham and Sarah.
- B. _____ sibling was Jacob.
- C. _____ husband was Isaac.
- D. _____ parents were Abraham and Sarah.
- E. _____ sibling was Esau.
- F. _____ wife was Rebekah.
- G. _____ husband was Abraham.

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Homework 2B. – Grammar and Vocabulary Review

Students will look at the family tree on slide 25 and complete the sentences with apostrophe S. The first one is an example.

Answers

- B. **Esau's** sibling was Jacob.
- C. **Rebekah's** husband was Isaac.
- D. **Isaac's** parents were Abraham and Sarah.
- E. **Jacob's** sibling was Esau.
- F. **Isaac's** wife was Rebekah.
- G. **Sarah's** husband was Abraham.

3. Write questions and ask your partner.

Questions	Answers
1. Are you an only child ?	No, I have a sister.
2. Do you get along with _____	
3. Do you ever fight with _____	
4. How many _____	
5. Do you live near your _____	
6. How often do you visit _____	

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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.

Check answers for correct grammar and punctuation.

Number 1 is an example.

Questions and answers will vary, but may include:

2. Do you get along with your siblings?
3. Do you ever fight with your cousins?
4. How many guests were at your wedding?
5. Do you live near your parents?
6. How often do you visit your aunt?

 4. Answer and say the sentences. Mark the /E/ and /I/ sounds.

A. When do you feed your baby?	I feed her every three hours.
B. Do you always agree with me?	
C. Why do you cry sometimes?	
D. Are there trees by your home?	
E. What color is the sky now?	
F. How is the weather in July?	

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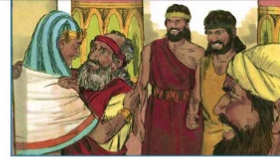
Homework 4. – Write and say sentences with the new sounds.

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

Answers will vary. Learners should mark the following sounds:

- A. When do you **feed** your baby? I **feed** her every **three** hours.
- B. Do you always agree with **me**?
- C. **Why** do you cry sometimes?
- D. Are there **trees** by your home?
- E. What color is the **sky** now?
- F. How is the weather in **July**?

5. Bible Reading Review



1. What did Joseph's brothers do to him?
2. Why did they put blood on his robe?
3. Why did Jacob send his sons to Egypt?
4. How did Joseph treat his brothers in Egypt?
5. What happened to the descendants of the 12 brothers?

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Homework 5. – Bible Reading Review

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

Answers:

1. They threw him in a well and then sold him to slave traders.
2. They put blood on the robe so their father would think that Joseph was killed by a wild animal.
3. He sent them to get food because there was a famine in Canaan.
4. He tested them and then forgave them and provided for them.
5. The descendants became the 12 tribes of Israel.

6A. Choose 1 verse to memorize.

A

It is true that you planned to do something bad to me. But really, God was planning good things. God's plan was to use me to save the lives of many people. And that is what happened.

[Genesis 50:20 ERV](#)

B

The Lord helped Joseph become a successful man.

[Genesis 39:2 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

We know that in everything God works for the good of those who love him. These are the people God chose, because that was his plan.

[Romans 8:28 ERV](#)

- Read the next lesson's Bible verses: [Exodus 1-4](#) in your language.

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

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

7A. Read and answer the questions.

Sibling Relationships

Our relationships with our brothers and sisters are important in our lives. For many of us, siblings are our first friends. When we get along, it brings lots of joy and love into our lives, but when we fight, we feel sad or angry. In the Bible, we see many examples of siblings who fought, like Esau and Jacob, or Joseph and his brothers. But the Bible also teaches us how to treat each other with love and respect.

The Bible teaches that our brothers and sisters are not just the siblings born into our family, but also the other believers in our lives. Jesus called God “Our Father,” because if we believe in Jesus, we are siblings of Jesus and children of God. 1 John 4:20-21 says, “If we say we love God but hate any of our brothers or sisters in his family, we are liars. If we don’t love someone we have seen, how can we love God? We have never even seen him. God gave us this command: If we love God, we must also love each other as brothers and sisters.”

It is often difficult to get along with other people, but with God’s help, we can have peace, love, and joy in our relationships.

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Homework 7A. – Everyday Reading and Writing

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

7B. Answer the questions about Sibling Relationships

- A. Why are sibling relationships important?
- B. Who are some siblings who fought in the Bible?
- C. What happens when we fight?
- D. If we love God, who else must we love?
- E. Why is it difficult to get along with other people?
- F. Which people are difficult for you to get along with?
- G. How can you have more peace and love in your relationships?



Homework 7B. – Everyday Reading and Writing

The learners will read the short story and answer the questions.

Answers:

- A. For many of us siblings are our first friends. They can bring joy and love into our lives.
- B. Esau and Jacob, Joseph and his brothers, etc.
- C. We feel angry or sad.
- D. We must also love our brothers and sisters.
- E, F and G. Answers will vary.

8. Writing

Write a paragraph about your family and how you get along.

Homework 8. – Writing

Note: Students may write about Joseph’s family or another famous family if they don’t wish to write about their own family.

Model. Write something about your own family and how you all get along. For example: I have one sister. When we were younger we fought a lot, but now we are good friends. My grandparents died but my parents are alive. I see my sister and parents every Sunday and we have dinner. Some members of my family live in another country and I miss them. I don’t talk to my cousins much. My sister is divorced and we don’t see her ex-husband anymore. I love my family and most of us get along well.
Answers will vary.



9. Now I Can...



- I can talk about my family and relationships.
- I can understand, say, read, and write the 12 vocabulary words.
- I can use 's to show possession.
- I know when to use subject and object pronouns.
- I understand God's promise to Abraham passed down to his descendants.

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:

Anonymous	Prakash Chandra Giri	James Lewis	Linda Petrie
Jean Ato	Ellenor Gopal	Micah Beth Lewis	Joan Phelps
Bradley Baurain	Rachel Grijincu	Tim Lewis	Sara Scazzero
Rachael Braggs	Carol Hale	Ward Lewis	Hannah Schmokel
Larry Buell	Emily Hamilton	Johnny Lukashevich	Leah Sprague
Cindy Campbell	Patty Hickman	Gail MacMillan	Ellie Talalight
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Alyssa Dokolas	Martha Lane	Tracy Meddaugh	Graham Whitmore
EasyReadEnglish.com	Audrey Larsen	Barbara Newsome	Cheri Wilke
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MaryBeth Gahan	Aden Lewis	Deborah O'Donnell	Anita Zeifert
Melina Gallo	Bruce Lewis	Georg Ort	
Alicia Gentile	Elena Lewis	Martha Ort	

Bible story and pictures on slides 14-21 and 33 adapted from the original work by unfoldingWord available from <https://openbiblestories.org>