

Teacher's Notes:

Bible Reading: The Ten Plagues – [Exodus 5-10](#)

Theme: Measurements

Pronunciation: /I/ spelled igh, /O/ spelled oa

Grammar: Numbers 60-9,000, Adverbs: a lot, a little, too much, enough

Preparation:

Pray.

Read the Bible passages.

Preview slides and song.

Optional: Bring ruler or tape measure, measuring cups, scale, food (crackers, bread, fruit) to break or cut into halves and quarters.



Pray, Review, and Preview

Bible Reading: The Ten Plagues – [Exodus 5-10](#)

Theme: Measurements

Pronunciation: /I/ spelled igh, /O/ spelled oa

Grammar: Numbers 6-9,000, Adverbs: a lot, too much, a little, enough

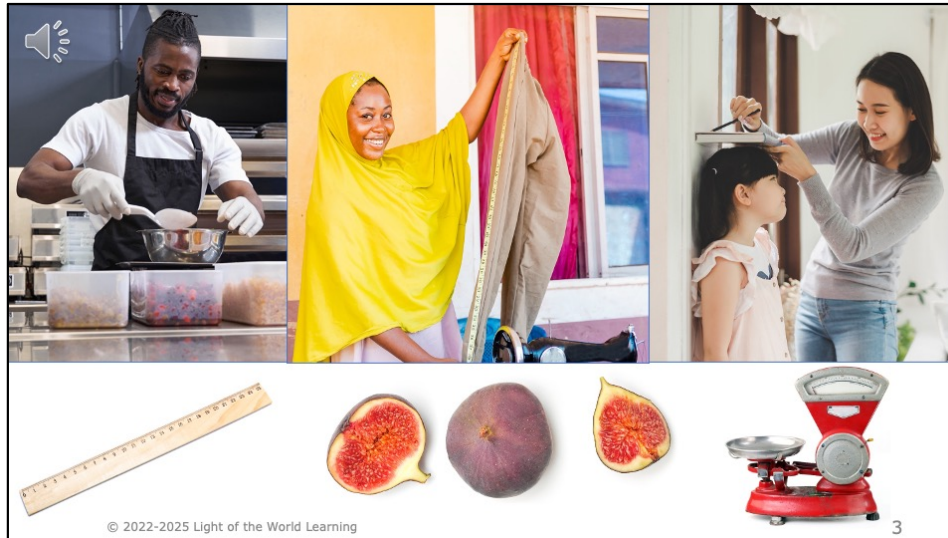
Pray

Pray for the class. May the students know the height and depth and width of God's love towards them.

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 [Exodus 5-10](#) in their native languages in preparation for the lesson.

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



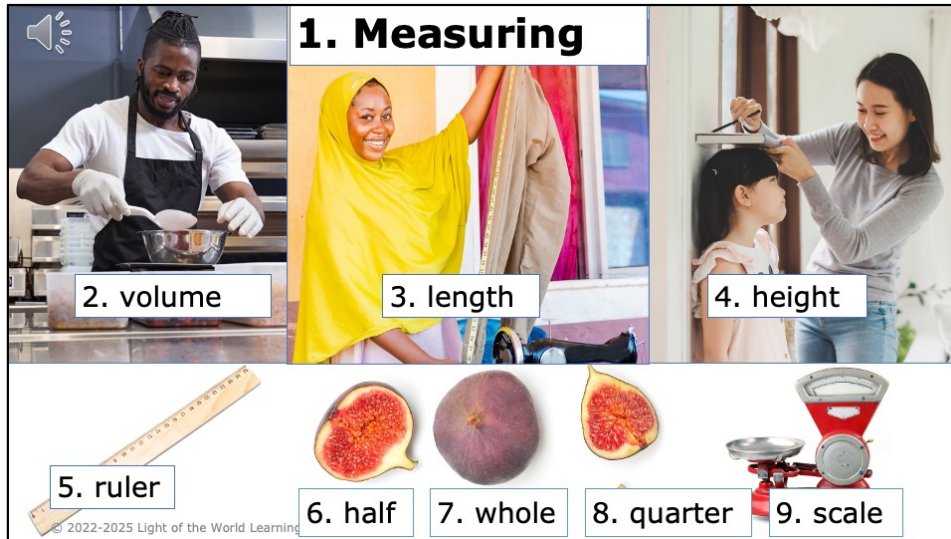
1A. Discuss Theme Picture

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: **Measure, volume, length, height, ruler, scale, whole, half, quarter, etc.**

More advanced students can be encouraged to make complete sentences:

The man is measuring the volume of fruit. The tailor measures the length of the pants. The mother measures the height of her daughter.







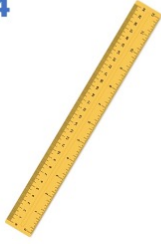
1B. Show Words for Theme Picture

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 
whole = 1	half = 1/2	quarter = 1/4	a ruler
I ate a whole tomato.	He ate a half of a tomato.	She ate a quarter of a tomato.	I measure paper with my ruler.

© 2022-2025 Light of the World Learning 5


2A. Vocabulary





1. Say the new words in a simple sentence: "This is a whole tomato." 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: *whole, whole, whole*. 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 ate a whole tomato."

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

 Listen and repeat.

5 	6 	7 	8 
a scale	the volume	the width (wide)	the length (long)
A scale weighs things.	The volume of a container is how much it holds.	The box's width is 10 cm. It's 10 cm wide.	The box's length is 20 cm. It's 20 cm long.

© 2022-2025 Light of the World Learning 6

2B. Vocabulary

Note: Volume can also be used to talk about sound: "Please turn up the TV volume, I can't hear." **Width** and **Length** are nouns, **wide** and **long** are adjectives. **Length/long** can also be used to talk about time: "How long is the movie?"

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


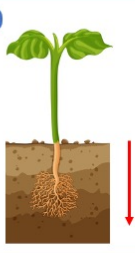


2. Say the word and the article that goes with it several times, as you indicate the object. For example, say: *a scale, a scale, a scale*. Have your students then repeat the word after you several times.

3. Say the word in the written sentence. Have students repeat after you each time, "A scale weighs things."

4. Check students' comprehension by asking direct questions.

For example, *What is this? Where's the scale? What is being measured?*

Listen and repeat.

9 	10 	11 	12 
the height (high, tall)	the depth (deep)	to measure	to weigh
His height is 115 cm. He's 115 cm tall.	The root depth is 3 in. It's 3 in. deep.	He measures my height and weight.	She weighs fruit at the market.

© 2022-2025 Light of the World Learning 7

2C. Vocabulary

Note: Height and **Depth** are nouns, **high** and **deep** are adjectives. We use **tall** as the adjective to describe people, buildings and things that grow, otherwise we use **high**. How **tall** is your dad? How **high** is the mountain?

1. Say the new words in a simple sentence: "This is the height." 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 height, the height, the height*. 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, "His height is 115 centimeters."

4. Check students' comprehension by asking direct questions.

For example, *What is this? How tall is the boy? What is she weighing?*

How much?

A. How much milk do you want?
B. Just **a little** milk, that's **enough**.


A. How much sugar does she like?
B. She likes **a lot of** sugar, but that's **too much**!

© 2022-2025 Light of the World Learning 8

2D. Grammar – Adjectives describing non-count nouns

A little, enough, a lot, and **too much** can be used to describe non-count nouns. **A little** is a small amount, **enough** is a sufficient amount, **a lot** is a large amount and **too much** is an excessive amount. Note that **too** is negative: "It's too hot." It describes more than is wanted.

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

 Listen to the numbers, then fill in the missing words and say them all.

60	Sixty	70	Seventy	80	Eighty
61	Sixty-one	71		81	
62	Sixty-two	72		82	
63	Sixty-three	73		83	
64		74	Seventy-four	84	
65		75	Seventy-five	85	
66		76		86	Eighty-six
67		77		87	Eighty-seven
68		78		88	
69		79		89	


© 2022-2025 Light of the World Learning

9

2E. Grammar and Vocabulary – Numbers 60-89

Ask students to predict the missing words on the chart based on the numbers they have already learned.

- 1. Model** - by saying all the numbers by columns
- 2. Repeat** – Ask students to repeat the numbers
- 3. Solo** – Ask for volunteers to read a column of numbers solo.

 Listen to the numbers, then fill in the missing words and say them all.

90	Ninety	100	One hundred	1,000	One thousand
91		200	Two hundred	2,000	
92		300	Three hundred	3,000	
93		400		4,000	Four thousand
94		500		5,000	
95		600		6,000	
96		700		7,000	
97		800		8,000	
98	Ninety-eight	900		9,000	Nine thousand
99	Ninety-nine				

© 2022-2025 Light of the World Learning 10

2F. Grammar and Vocabulary – Numbers 90-9,000

Ask students to predict the missing words on the chart based on the numbers they have already learned.

- 1. Model** - by saying all the numbers by columns
- 2. Repeat** – Ask students to repeat the numbers
- 3. Solo** – Ask for volunteers to read a column of numbers solo.



Units of Measurement

Metric	English (Imperial)
1 meter (m)	3.28 feet (ft.)
1 centimeter (cm)	0.39 inch (in.)
1 kilometer (km)	0.62 mile (mi.)
1 gram (g)	0.04 ounce (oz.)
1 kilogram (kg)	2.20 pounds (lbs.)
1 liter (l)	33.81 fluid ounces (fl. oz.)
1 liter (l)	0.26 gallon (gal.)

© 2022-2025 Light of the World Learning

11

2G. Grammar - Common Measurements

Note: The English (or Imperial) measurements are used in only three countries: Liberia, Myanmar, and the USA.

If your students are interested in learning more about these measurements they can spend time practicing them.

If these are not useful to them, you may skip this slide.

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

Adjective Question	Noun Question	Answer
How deep is the river?	What's its depth?	It's 1 m deep.
How high is the mountain?	What's its height?	
How tall is the tree?	What's its height?	
How much does the rock weigh?	What's its weight?	
How long is the river?	What's its length?	
How wide is the river?	What's its width?	

2H. Grammar – Measurement questions with adjectives or nouns

We can ask measurement questions using nouns or adjectives. Both forms are common and correct. We use **How** with adjective questions and **What** with noun questions.

We use **tall** as the adjective to describe people, buildings and things that grow, otherwise we use **high**. How **tall** is your dad? How **high** is the mountain?

Model, Repeat, and Solo the pronunciation of all forms shown on the chart. Then work in pairs to answer the questions about the measurements found in the picture.

Answers

The mountain is 9,725 meters high.

The tree is 10 meters tall.

The rock weighs 50 kilograms.

The river is 1,000 kilometers long.
The river is 30 meters wide.



Listen and repeat.

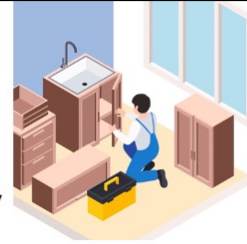
A: When are you going to work on your **kitchen cabinets**?

B: This weekend I'll **measure** the **length**, **height**, and **depth** of the **old cabinets** to see how much **wood I need**. Can I borrow your **ruler**?

A: Of course! Are you going to finish the whole **kitchen** this weekend?

B: No, I'll only take out **half** of the **cabinets**.

A: I'll help you because I know **the cabinets weigh** a lot!



© 2022-2025 Light of the World Learning

13

3. Conversation

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. /I/ spelled igh	2. /O/ spelled oa	3. Challenge
high	Pharoah	
fight	boat	
light	road	
night	coat	
right	soap	

A. I need a light coat on the boat at night.

© 2022-2025 Light of the World Learning

14

4A. Pronunciation - Sound and Spelling

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

(For example, point to the **I** and say /I/ /I/ /I/. Then say the sound and quickly read the entire list, pointing to each item as you read it (/I/ high, fight, light, night, right). 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 sentence.

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. 
whole	ruler	He measures.
scales	volume	a quarter
length	hundred	a little
height	measure	She weighs it.

© 2022-2025 Light of the World Learning

15

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 Ten Plagues.
Exodus 5-10

God warned Moses and Aaron that Pharaoh would be stubborn. When they went to Pharaoh, they told him, "This is what the God of Israel says, 'Let my people go!'"

But Pharaoh did not listen to them. Instead of letting the Israelites go free, he made them work even harder!



© 2022-2025 Light of the World Learning

16

5A. Bible Reading

Be sure 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.



Pharaoh kept refusing to let the people go, so God sent ten terrible plagues on Egypt. Through these plagues, God showed Pharaoh that he is more powerful than Pharaoh and all of Egypt's gods.

First, God turned the Nile River into blood, but Pharaoh still did not let the Israelites go.



© 2022-2025 Light of the World Learning

17

5B. Bible Reading

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

Then God sent frogs all over Egypt. Pharaoh begged Moses to take away the frogs. But after all the frogs died, Pharaoh hardened his heart and did not let the Israelites leave Egypt.



So God sent a plague of gnats. Then he sent a plague of flies. Pharaoh called Moses and Aaron and told them that if they stopped the plague, the Israelites could leave Egypt.



© 2022-2025 Light of the World Learning


18

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.

When Moses prayed, God removed all the flies from Egypt. But Pharaoh hardened his heart and did not let the people go free.

Next, God made all the Egyptian's farm animals get sick and die. But Pharaoh's heart was hardened, and he did not let the Israelites go.



© 2022-2025 Light of the World Learning 19

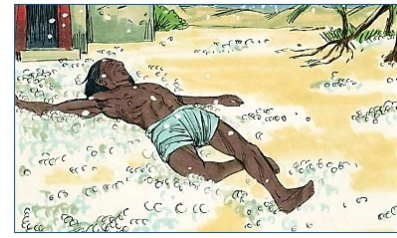
5D. Bible Reading

- 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.

Then God told Moses to throw ashes into the air in front of Pharaoh. When he did, the Egyptians got painful skin sores, but the Israelites did not get sores. God hardened Pharaoh's heart, and Pharaoh did not let the Israelites go.



After that, God sent hail that destroyed most of the crops in Egypt and killed anybody who went outside.



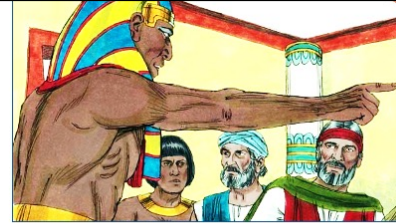
© 2022-2025 Light of the World Learning

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.

Pharaoh called Moses and Aaron and told them, "I have sinned. You may go." So Moses prayed, and the hail stopped falling from the sky. But Pharaoh sinned again and hardened his heart. He did not let the Israelites go free.

So God made a lot of locusts come over Egypt. These locusts ate all the crops that the hail had not destroyed.



© 2022-2025 Light of the World Learning

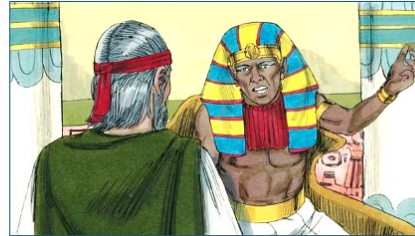
21

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.

Then God sent darkness that lasted for three days. It was so dark that the Egyptians could not leave their houses. But there was light where the Israelites lived.

Even after these nine plagues, Pharaoh still refused to let the Israelites go free. Since Pharaoh did not listen, God decided to send one last plague to change Pharaoh's mind. We will read about this in our next lesson.



© 2022-2025 Light of the World Learning

22

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. What did God want Pharaoh to do?
2. Why did God send plagues on Egypt?
3. What were 3 of the plagues you remember?
4. What happened to Pharaoh after each plague?
5. How did the plagues affect the Egyptians and Israelites?
6. Why do you think God gave Pharaoh many chances to change his mind?
7. What plagues have you seen?

5H. Bible Reading Questions

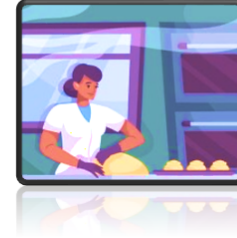
Ask the questions and discuss as a group. For questions 1 -5 you may go back to the story to help students find the answer.

Answers:

1. He wanted Pharaoh to let the Israelites go free.
2. Because the Pharaoh wouldn't free the Israelites
3. Answers will vary; frogs, turning river to blood, animals dying, sores, gnats, flies, darkness, hail, locusts.
4. He hardened his heart.
5. God saved the Israelites from the plagues, only the Egyptians were hurt.
6. Answers will vary.
7. Answers will vary.

 Listen and answer the questions.

1. What is Joan making?
2. What are 3 of the ingredients?
3. How much honey does she use?
4. What is the first step?
5. What kind of pan does she use?
6. How long does it bake?
7. Why does everyone love this?



6A. Activities – Listening with sound/spelling words /I/ and /O/

Read the script at least twice as students listen and answer the questions.

Hello and welcome to my show: Cooking with Joan! In tonight's program, I'm going to show you how to make a light and delicious loaf of oat bread. Here are the ingredients: You'll need to measure out 1 cup of boiling water, 1 cup of oats, 1/4 ounce of dry yeast, 1/3 cup warm water, 1/4 cup of honey, 1 tablespoon of butter, 1 teaspoon of sugar and 1 tablespoon of cocoa. Be sure you have the right measurements. First, mix the boiling water and oats in a large bowl; then let stand until it is only warm and not hot (about 110°-115°). In a small bowl, add yeast and sugar to the 1/3 cup of warm water; then add this to the oat mixture. Add honey, butter, salt, cocoa and 2 cups flour; mix until smooth. Add more flour to form a soft dough. Knead the dough for about 6-8 minutes then put it in a bowl. Make sure the bowl is big enough to fit the whole volume of the dough as it rises. Cover the bowl and let the dough rise in a warm place for about 1 hour. Then punch the dough down so it is not too high, and put it in an 8 by 4-inch loaf pan. Cover and let rise again in a warm place for about 30 minutes. Bake at 350 degrees for about 55 minutes. The length of time may be different for your oven. Let the bread cool a little and finally cut it. Everyone loves this bread because it is so light!

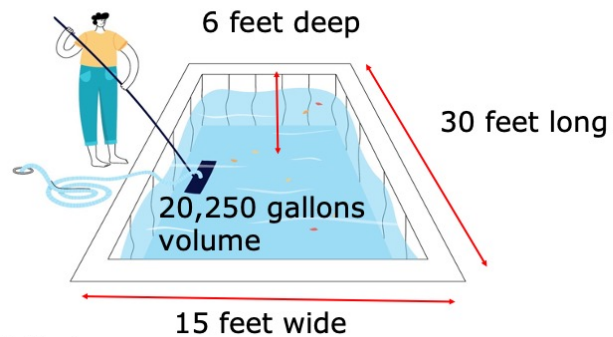
Answers:

1. She is making oat bread.
2. Answers may include: water, oats, yeast, honey, butter, cocoa, sugar
3. She uses 1/4 cup of honey.
4. First, mix the boiling water and oats in a large bowl.
5. She uses an 8 by 4-inch loaf pan.
6. It bakes for about 55 minutes.
7. Everyone loves this bread because it is so light.

Role Play A - Customer

A: Hello, how much do you charge to clean a swimming pool?

B: Well, it depends on the size. What's **the length**?



© 2022-2025 Light of the World Learning

25

6B. Activities - Role Play

Pair work. Student B is a pool cleaner. Student A is a customer who wants their pool cleaned.

Student B must ask about the measurements of the pool to complete the estimate form.

Student A must answer the questions and discuss the price.

Role Play B - Pool Cleaner

A: Hello, how much do you charge to clean a swimming pool?

B: Well, it depends on the size. What's **the length**?

Pool Cleaning Estimate Form		
A	Customer name	
B	Pool length	
C	Pool width	
D	Pool depth	
E	Pool volume	
F	Cleaning date	
Total Cost (1 cent per gallon)		\$



© 2022-2025 Light of the World Learning

26

6C. Activities - Role Play

Pair work. Student B is a pool cleaner. Student A is a customer who wants their pool cleaned.

Student B must ask about the measurements of the pool to complete the estimate form.

Student A must answer the questions and discuss the price.



How Great is This (The Love of Christ)

Written by Matthew Westerholm and Josh Caterer. ©2002 Harvest Songs. Used with permission.

The love of Christ compels me. It's propelling me to sing.
Can't explain it, or contain it. His love is changing everything in me.
The love of Christ inside me: He is guiding all my ways.
He has changed me, rearranged me. My life is now a sacrifice of praise to Him.

**How great is this –
That we are called God's children.
How great our king, who sacrificed His life.
How deep, how wide, how long, how high,
How great is this: The love of Christ.**

The love of Christ surrounds me. It astounds me every day.
Though an army comes against me, there's nothing that can take His love
away from me.

He lives inside me, The love of Christ, He's guiding all my ways, The love of
Christ, He fills my heart with joy, a joy that overflows into this song of praise.

2022-2025 Light of the World Learning

27

7. Song







Students will learn the new song for the lesson and may also request to sing favorite songs from previous lessons, if time permits.

1. Model: Read the song lyrics out loud to the class. Ask if there are any questions. Highlight words that students ask about and give simple definitions. Then sing the song two or three times, as the students just listen.

2. Repeat: Sing the selection again, a line or sentence at a time, as students repeat after you. Then play the recording and sing the song together as a class in unison.

3. Solo: The student sings solo (or if shy, can just read the words aloud).

1A. Homework – Write about the pictures.

1 	I will measure my children's height with a ruler.	4 	
2 		5 	
3 		6 	

© 2022-2025 Light of the World Learning © 2022-2025 Light of the World Learning 28

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.



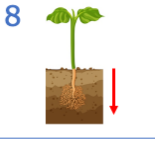



Number one is an example.

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

1. ruler

2. measure
3. half
4. quarter
5. weigh
6. whole

1B. Homework – Write about the pictures.

7 		10 	
8 		11 	
9 		12 	

© 2022-2025 Light of the World Learning © 2022-2025 Light of the World Learning 29

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. height/high/tall
- 8. depth /deep
- 9. volume
- 10. scale
- 11. length/long
- 12. width/wide



2. Answer with full sentences.

kilogram meter a lot enough gallon pound
feet too much inch liter a little centimeter

1. How much do you weigh? I weigh about 150 pounds.
2. How much water do you drink each day?
3. How tall are you?
4. What measurement do you use for gasoline?
5. What measurement do you use for rice or beans?
6. How long is your hair?
7. How much sugar do you like in your tea?
8. How much homework do you do?
9. What is the volume of a drink bottle?
10. What is the width of your chair?

© 2022-2025 Light of the World Learning

30

Homework 2. – Grammar and Vocabulary Review

Answers will vary but may include the following words:

2. gallon, liter, a lot, enough, a little, too much
3. meter, centimeter, inch, feet
4. gallon, liter
5. kilogram, pound
6. inch, centimeter
7. a lot, a little, enough, none
8. a lot, a little, enough, too much
9. liter, gallon
10. inch, centimeter, feet

3. Write questions and ask a partner.

Questions	Answers
1. <u>What is your</u> height?	I am 5' 4".
2. _____ half _____	
3. _____ scale _____	
4. _____ ruler _____	
5. _____ measure _____	
6. _____ length _____	
7. _____ enough _____	

2022-2025 Light of the World Learning

31

Homework 3. – Conversations - Pair work


First, students complete writing the questions with their own words. Then ask students to interview a partner, and write their partner's answers. Then they will switch roles and answer their partner's questions.

Check answers for correct grammar and punctuation.

Number 1 is an example.

Questions and answers will vary, but may include:

2. Do you prefer to buy a half or a whole loaf of bread?
3. What do you weigh on a scale?
4. Do you have a ruler with inches or centimeters?
5. What do you measure at work??
6. What is the length of the Nile river?
7. Is one whole tomato enough for you?

 **4. Answer and say the sentences. Mark the /I/ and /O/ sounds.**

A. When do you wear a coat?	I wear a coat when it's cold!
B. What do you do at night?	
C. How high is your table?	
D. When do you turn on lights?	
E. Where do you see boats?	
F. How long is the road to your home?	

© 2022-2025 Light of the World Learning

32

Homework 4. – Write and say sentences with the /I/ and/O/ sounds.

Answers will vary. Learners should mark the following sounds:

- A. When do you wear a **coat**?
- B. What do you do at **night**?
- C. How **high** is your table?
- D. When do you turn on **lights**?
- E. Where do you see **boats**?
- F. How long is the **road** to your home?

5. Summarize the Bible lesson using your own words.

God wanted [Pharaoh to let the Israelites go free.](#)

But Pharaoh

So God

Then Pharaoh

So Moses

Then

© 2022-2025 Light of the World Learning 33

Homework 5. – Bible Reading Review

Students may look back at the story to write their answers.

Answers will vary.

6A. Homework – Choose 1 Verse to Memorize

A Then the Lord told Moses, “Go to Pharaoh and tell him that the Lord says, ‘Let my people go to worship me!’ ” [Exodus 8:1 ERV](#)

B And I pray that you and all God’s holy people will have the power to understand the greatness of Christ’s love — how wide, how long, how high, and how deep that love is. [Ephesians 3:18 ERV](#)

© 2022-2025 Light of the World Learning

34

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. Homework – Choose 1 verse to memorize and read the next verses.**

C But our Lord gave me a full measure of his grace. And with that grace came the faith and love that are in Christ Jesus. [1 Timothy 1:14 ERV](#)

Read the next lesson's Bible verses: [Exodus 11:1-12:32](#) 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 and answer the questions.




The Nile River is the longest river in Africa at about 6,650 KM (4,130 mi.) long. It moves through 11 countries from Uganda to Egypt as it flows north from Lake Victoria to the Mediterranean Sea. The average depth of the river is about 30 feet and it is 1.7 miles wide at the widest point. The volume of the river changes a lot between the wet and dry seasons.

The Nile has a rich history over thousands of years and is named in the Bible more than 30 times. Moses was born near the Nile and performed miracles there. Today, 95% of Egyptians still get their water from the Nile, and a lot of people depend on it for food, electricity, and transportation.

Many large animals live in the Nile, too, including hippopotamuses, crocodiles and Nile Perch – fish that can grow up to six feet long and weigh over 300 pounds! Many tourists visit the Nile for its wildlife and history.

Homework 7A. – Everyday Reading and Writing

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

 **7B. Answer the questions.**

A. Where is the Nile River?

B. What are its measurements?

Length _____ Width _____ Depth _____ Volume _____

C. What animals live in the Nile?

D. Why is it so important?

E. What river or body of water do you like to visit? Why?

Homework 7B. – Everyday Reading and Writing

The learners will read the article about the Nile River and answer the questions.

Answers:

A. It is in Africa.

B. **Length:** 6,650 KM (4,130 mi.) **Width:** 1.7 miles **Depth:** about 30 feet **Volume:** Changes a lot between the wet and dry seasons.

C. Hippopotamuses, crocodiles and Nile Perch fish live in the Nile.


D. It has a long history, it provides food, water, electricity and transportation for people, it is home to many animals, etc.

E. Answers will vary.

Homework – Writing

Share a picture and write about things that you measure.

Example: **I measure the length and weight of the fish I catch.**



© 2022-2025 Light of the World Learning

38

Homework 8 – Writing

Model. Show your own photo and write about it.

Answers will vary.




9. Homework – Now I Can...

- I can talk about measurements and numbers.
- I can understand, say, read, and write the 12 vocabulary words.
- I can use **a little**, **enough**, **a lot**, **too much**, to indicate quantity.
- I can understand that God punishes sin.

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 40

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

Bible story and pictures on slides 16-22 adapted from the original work by unfoldingWord available from <https://openbiblestories.org>. How Great is This (The Love of Christ) on slide 27 written by Matthew Westerholm and Josh Caterer © 2002 Harvest Songs. Used with permission.