

Teacher's Notes:

Bible Reading: The Passover – Exodus 11:1-12:32

Theme: In the Country

Pronunciation: /ow/ spelled ow and /U/ spelled oo

Grammar: Parts of Speech: Nouns, Pronouns, Verbs, Prepositions, Adjectives, Adverbs, Conjunctions and Interjections

Preparation:

Pray.

Read the Bible passages.

Preview slides, grammar and game. If you want more information on Parts of Speech, see the links in the notes on slide 8.

Optional: Bring fruits, vegetables, seeds, honey, plants, sugar, etc.



Pray, Review, and Preview

Bible Reading: The Passover – [Exodus 11:1-12:32](#)

Theme: In the Country

Pronunciation: /ow/ spelled ow and /U/ spelled oo

Grammar: Parts of Speech: Nouns, Pronouns,
Verbs, Prepositions, Adjectives, Adverbs,
Conjunctions and Interjections

Pray

Pray for the class. You may want to thank the Lord for all the beautiful places in the world.

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 11:1-12:32 in their native languages in preparation for the unit.

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



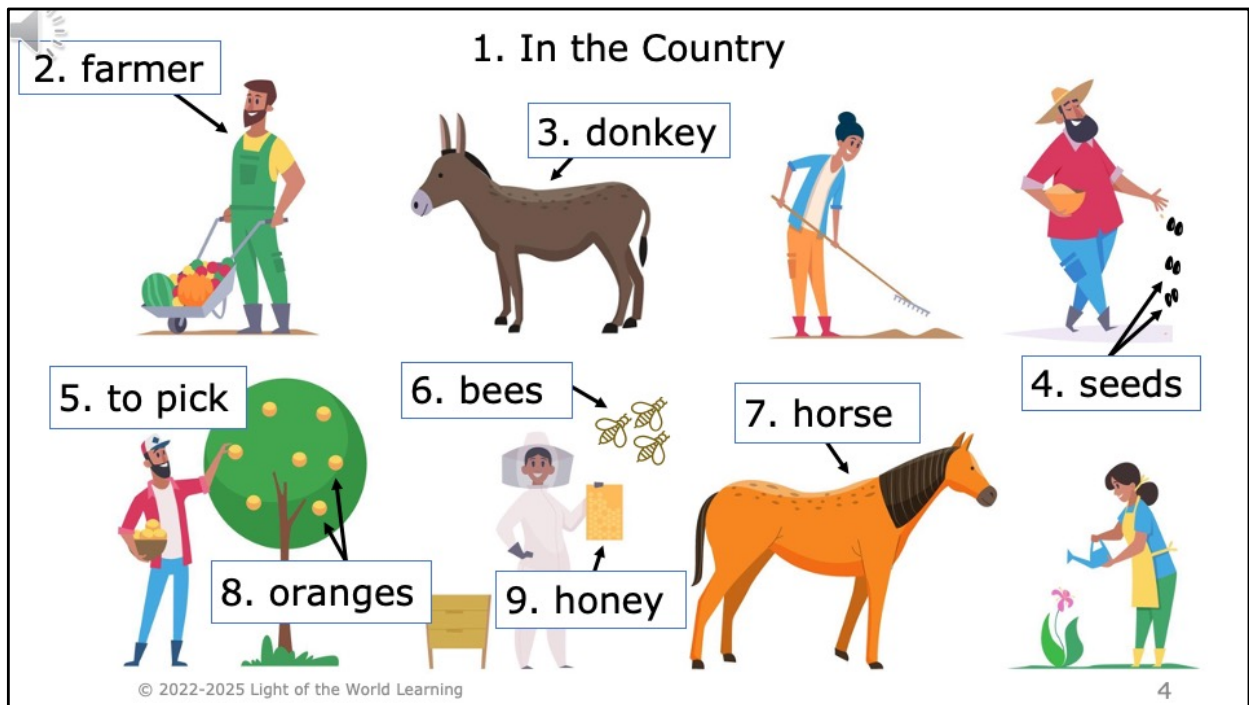
1A. Discuss Theme Picture

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: **farmer, donkey, oranges, horse, grow, honey, bee, pick, seed,** etc.

More advanced students can be encouraged to make complete sentences:

The flower grows from a seed. The bee carries the honey. I want to pick the flower.



1B. Show Words for Theme Picture

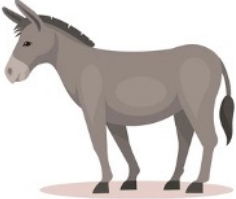



Please show the names of the theme picture items to the students briefly.

These words can be studied for homework.

Practice of vocabulary begins with the following slide.



Listen and repeat.

<p>1</p> 	<p>2</p> 	<p>3</p> 	<p>4</p>  <p>CORN</p> <p>SUNFLOWER SEEDS</p> <p>BARLEY</p>
<p>a donkey</p>	<p>a tomato</p>	<p>a pig</p>	<p>a seed</p>
<p>Jesus rode a donkey.</p>	<p>A tomato is red.</p>	<p>This pig is fat.</p>	<p>Seeds become plants.</p>

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2A. Vocabulary

1. Say the new words in a simple sentence: "This is a donkey." 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 tomato, a tomato, a tomato.* 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, "Jesus rode a donkey."

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



Listen and repeat.

5	6	7	8
			
a horse	a potato	a bee	honey
The horse eats grass.	I like to eat potatoes.	Bees make honey.	Honey is sweet.

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2B. Vocabulary

Note: Honey is a non-count noun. It is not usually used in the plural form.

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

3. Say the word in the same sentence again. Have students repeat after you each time, "The horse eats grass."

4. Check students' comprehension by asking direct questions. For example, *What is this? Are those potatoes? Is the honey sweet?*



Listen and repeat.

9 	10 	11 	12 
sugar	an orange	to grow	to pick
Sugar is in many foods.	Oranges are sweet.	The flowers grew quickly.	He picks the apple.

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2C. Vocabulary

Note: Sugar is a non-count noun. It is not usually used in the plural form.

We use the verb “grow” for all living things: plants, humans, and animals.

We use the verb “pick” for taking fruits off trees or bushes, or taking vegetables from the ground.

1. Say the new words in a simple sentence: “This is sugar.” 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: *sugar, sugar, sugar*. 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, "Sugar is in many foods."

4. Check students' comprehension by asking direct questions. For example, *What is this? Where is the sugar? What is the boy doing?*



8 Parts of Speech

1. Noun The name of a person, place or thing. E.g. Joseph, home, sibling, mirror	2. Pronoun Replaces the noun in a sentence. E.g. he, she, it, we, you, they, I	3. Verb Expresses action or existence. E.g. fight, get along, am, is, are, go, did, speaking	4. Adjective Describes a noun or pronoun. E.g. big, young, old, favorite, red, new, hot, yellow
5. Preposition Shows relationships between nouns. E.g. in, on, to, at, under, from, up	6. Conjunction Connects two or more words. E.g. for, and, nor, but, or, yet, so	7. Adverb Describes a verb or adjective. E.g. always, never, slowly, quickly, sincerely. Often ends in LY .	8. Interjection A word that expresses a strong feeling. E.g. Hurray! Ow! Amen! Oh! Wow! Yay! Hallelujah!

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2D. Grammar – 8 Parts of Speech

Note: Students should be most familiar with nouns, pronouns, verbs and prepositions because we have used them a lot in earlier lessons. They may need more practice with adjectives, conjunctions, adverbs and interjections.

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

These parts of speech are the names for different categories of words. For more information and practice see:
<https://www.thoughtco.com/parts-of-speech-for-esl-learners-4583893>

Match the Parts of Speech with the words.

1. noun

2. pronoun

3. preposition

4. interjection

5. adverb

6. verb

7. conjunction

8. adjective

A.

grow dance
pick study

B.

slowly never
quickly usually

C.

horse pig
honey potato

D.

you we
it I he

E.

in at under
to on above

F.

and so but
or for yet

G.

sweet old
tall blue

H.

Yeah! Wow!
Oh! Amen!

2E. Grammar – 8 Parts of Speech

Help students to match the parts of speech with the correct words in the boxes.

Answers:

1. C
2. D
3. E
4. H
5. B
6. A
7. F
8. G

Question	Example answer	Your answer
1. What 3 nouns describe you?	I'm a daughter , a teacher , and a friend .	
2. What 3 adjectives describe you?	I'm kind , quiet , and tall .	
3. What are 3 verbs you like to do?	I like to sing , read , and cook .	
4. What's your favorite interjection ?	I say, " Hurray! " when I'm happy.	

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2F. Grammar – Parts of Speech

Model, Repeat, and Solo the pronunciation of the first two columns. Then the teacher asks the questions and the students give their own answers to show understanding of the parts of speech.

Answers will vary.

Question	Example answer	Your answer
5. What pronouns and prepositions complete these sentences?	They are under the table. It is on the desk.	_____ is _____ the clock. I think _____ are _____ the box.
6. What conjunctions and adverbs complete these sentences?	I do my homework quickly, but I drink orange juice slowly . Do you want sugar or honey?	He likes tea, _____ he doesn't like coffee. He _____ does his homework. He drives a car _____.

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2G. Grammar – Parts of Speech

Model, Repeat, and Solo the pronunciation of the first two columns. Then the teacher asks the questions and the students give their own answers to show understanding of the parts of speech.

Answers will vary, but may include the following:

5. **He/she/it** is **behind/below/under/ etc.** the clock.
I think **we/they/you** are **in/on/behind/etc.** the box.
6. He likes tea, **but** he doesn't like coffee.
He **always/never/slowly/etc.** does his homework.
He drives a car **quickly/well/slowly/etc.**



Listen and repeat.



A: What is your favorite fruit or vegetable?

B: I enjoy **tomatoes** and **potatoes**. What about you?

A: I like **oranges** a lot. I do not like **vegetables**.

B: **Vegetables** are okay. I would rather eat something **sweet**, like **honey**. We **have bees** that **make honey for my family**.

A: That's great! I really **like sugar**, and sometimes I give **sugar cubes** to my **horse**.

B: I give **sugar cubes** to my **donkey**.



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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. /ow/ spelled ow	2. /U/ spelled oo	3. Challenge
cow	school	
how	soon	
now	moon	
flower	noon	
down	pool	

- A. I get milk from the cows before noon.
B. Now we pick the flowers by the pool.

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4A. Pronunciation – Sound and Spelling

1. Model: Say the sound several times while pointing to it. (For example, point to the **-ow** and say /ow/ /ow/ /ow/.) Then say the sound and quickly read the entire list, pointing to each item as you read it (/ow/ cow, how, now, flower, down). 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.

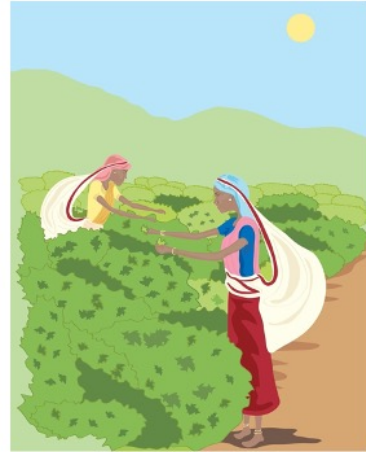
4. Challenge: Choose another sound from the unit that is challenging for your particular students to pronounce. Use words from previous units and from parts 1 and 2 of this unit to make a group of 3-5

words. You may repeat the same challenging sounds in several units. Students need a lot of practice on sounds that do not exist in their first language.



Listen and repeat.

A. —	B. — -	C. - — -
pigs	honey	They pick them.
bees	donkey	She grows it.
seeds	sugar	the sugar
picks	horses	potato



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.

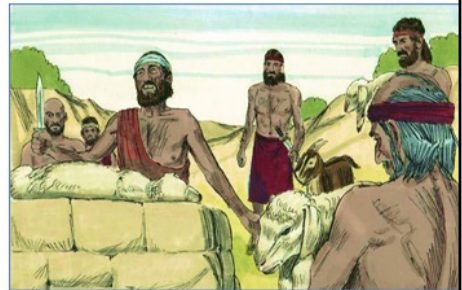
- 1. Model:** Hum and then say each word in the column several times. Students listen.
- 2. Repeat:** Students repeat words after you in unison.
- 3. Solo:** Call on individuals to read the entire column of words.

The Passover

[Exodus 11:1-12:32](#)

God sent Moses and Aaron to tell Pharaoh to let the Israelites go. They warned him that if he did not let them go, God would kill all the firstborn males of Egypt's people and animals. Pharaoh still refused to believe and obey God.

God provided a way to save the firstborn son of anyone who believed in him. Each family had to choose a perfect lamb and kill it.



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5A. Bible Reading

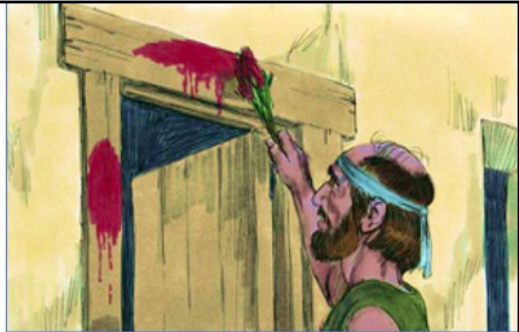
Students have already read this story in their native language as part of their homework, so it will be familiar even if they do not know all the vocabulary yet. The pictures also help them to understand. The hyperlinks of the Bible verses connect to <https://live.bible.is/> so students can read and 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.



God told the Israelites to put the blood of this lamb around the door of their houses. He told them to roast the meat and eat it quickly with flat bread. He also told them to be ready to leave Egypt immediately after they ate this meal.

The Israelites did everything just as God had commanded them to do.



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5B. Bible Reading

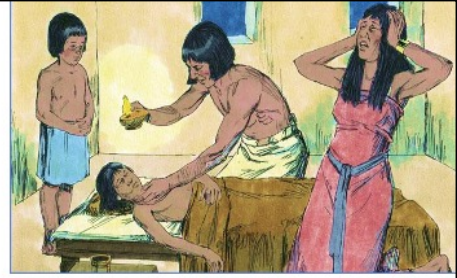
- A. Read the story out loud to the class.
- B. If students ask about words, give simple definitions.
- C. Ask for volunteers to read aloud paragraphs from the story.

In the middle of the night, God went throughout Egypt to kill every firstborn son.

All the houses of the Israelites had blood around the doors, so God passed over those houses. Everybody inside them was safe. They were saved because of the lamb's blood.

But the Egyptians did not believe God or obey his commands. So God did not pass over their houses. God killed every one of the Egyptians' firstborn sons.

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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.



Every Egyptian firstborn male died, from the firstborn of the prisoner in jail to the firstborn of Pharaoh. Many people in Egypt were crying and wailing because of their deep sadness.



That same night, Pharaoh called for Moses and Aaron and said, "Take the Israelites and leave Egypt immediately!" The Egyptian people also urged the Israelites to leave right away.

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.

Answer the questions.



1. What did Moses and Aaron tell Pharaoh?
2. What did families have to do?
3. Who put blood around their doors? Who did not?
4. What happened to those who did not put blood on their doors?
5. What did Pharaoh tell Moses and Aaron after this happened?
6. Why did God protect the Israelites?
7. Does God protect you? How do you know?

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5E. 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. To let the Israelites go or God would kill all the firstborn males.
2. They had to kill a lamb and put the blood around their door.
3. The Israelites put blood around their doors, the Egyptians did not.
4. God killed their firstborn sons.
5. To take the Israelites and leave Egypt immediately.
6. Because they believed in him and obeyed him.
7. Answers will vary.



Listen and answer the questions.

1. What time did Chris call?
2. What animal escaped?
3. Where is the animal now?
4. What did Chris give the animal?
5. Why will it be dark tonight?
6. What is Chris doing at 5:00?
7. What interjection does Chris use?



6A. Activities – Listening to sound/spelling words /ow/ and /U/ spelled oo

Read the script below at least twice as students listen and answer the questions. The students should NOT look at the script.

"Hello Joe, this is your neighbor, Chris, calling. Wow! We have a big problem; your brown cow got out of your farm and ran into my garden. Right now she's eating my flowers! I tried to move the cow out of my yard, but she doesn't want to move. I even gave her some food: sugar and sunflower seeds, but she still won't go. She wants to eat the tomatoes and vegetables in my garden. I tried to push her out of my yard, but wow! She is heavy and stubbornly digs in her hooves. She is too big to pick up and I'm afraid she will get angry if I try to push her. She just keeps saying "Moo, moo, moo!" It's noon right now, so hopefully we can move her before I have to pick up the kids from school. Then we have to go downtown for a game at 5:00. I don't want her to stay in my yard until night. The moon won't be out tonight, so it will be pretty dark. I'm not sure how to do it, but we need to move her soon. Wow! She's a strong cow. If you get this message, please come over right away. I need your help, now! Goodbye!"

Answers:

1. Noon
2. A brown cow
3. In Chris' garden
4. Some food: sugar and sunflower seeds
5. Because the moon won't be out
6. Going downtown for a game
7. Wow!

A. Role-Play: Seller at the Market

- A. Welcome to the market. Do you like fresh tomatoes?
B. No, I don't need tomatoes. Do you have honey today?

- We have a special sale today on _____
- Look at the _____, they are delicious!
- How much/many would you like?
- Do you need a bag?
- Would you like a receipt?
- Thank you for coming. Hope to see you again soon.



6B. Activities – Pair Work Role-Play

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

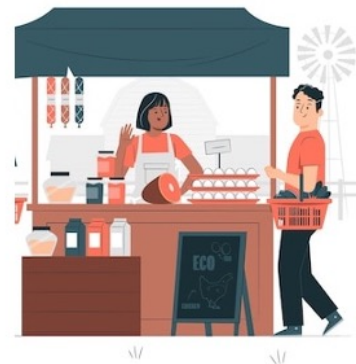
For extra fun, use props such as food, bags, receipts and play money.



B. Role-Play: Customer at the Market.

- A. Welcome to the market. Do you like fresh tomatoes?
B. No, I don't need tomatoes. Do you have honey today?

- Can I try a sample of _____?
- Do you have _____?
- What else do you have today?
- How much does it cost?
- Is it fresh?
- I'd like 2 kilos of _____.
- Will you be here next week?



6C. Activities – Pair Work Role-Play

Ask the students to role play the parts of a seller and a customer by asking the questions to one another and answering them. Partner A is the seller 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 food, bags, receipts and play money.

Game – Guess the pictures by saying a complete sentence.



The
vegetables
grow in the
garden!



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7. Game – Guess the pictures using a complete sentence.

Use paper, a board, or a virtual whiteboard to draw. Players take turns making simple line drawings of vocabulary words from this unit and previous units.






You may give them a list of vocabulary words or flashcards to prompt them. If you are teaching online, use the chat feature to give different words to each player.

Then other players will guess which words the pictures represent and must make complete sentences with a subject and a verb. For example, "A farmer is picking oranges." "A donkey is eating flowers."

The player who guesses the most words in 3 minutes wins.

Words may include: farmer, donkey, oranges, horse, grow, honey, bee, pick, seed, tomato, pig, etc.

1A. Homework – Write about the pictures.

<p>1</p> 	<p>The seeds quickly grow into plants if they have water and sun.</p>	<p>4</p> 	
<p>2</p> 		<p>5</p> 	
<p>3</p> 		<p>6</p> 	

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Homework 1A. – Write sentences using the pictured vocabulary words.

Model. Go over each of the homework assignments to be sure the student understands what to do.

Repeat. Encourage students to practice speaking and reading the completed homework assignments with a friend. They may use a bilingual dictionary.

Solo. Students will share their homework when they are finished. After they have shared their homework, be sure to check it for correctness, including spelling. Explain mistakes, while providing praise and encouragement. Answers will vary.







Number one is an example.

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

2. pick

3. sugar
4. pig
5. grow
6. bee

1B. Homework – Write about the pictures.

7 		10 	
8 		11 	
9 		12 	

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Homework 1B. – Write sentences using the pictured vocabulary words.

Students will write a sentence for each picture to practice the unit'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. tomato
8. potato
9. horse
10. orange
11. donkey
12. honey



2A. Write the correct numbers above the blue words.

1. verb **2. pronoun** **3. preposition** **4. interjection**

5. adjective **6. noun** **7. conjunction**

Then **Jesus** told the people another story: "God's kingdom is like a mustard **seed** that a man plants in his field. **It** is the smallest of all seeds. **But** when it **grows**, it **is** the largest of all garden plants. It becomes a tree **big** enough for the **birds** to come **and** make nests **in** its branches." (**Amen!**)



[Matthew 13:31](#) ERV

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Homework 2A. – Grammar and Vocabulary Review

Have students read the Bible verses. Then they should look at each of the words in blue and identify which part of speech each one is. The parts of speech are listed above the story, and some may be used multiple times.

Answers:

1. grows, is
2. It
3. in
4. amen
5. big
6. Jesus, seed, birds
7. but, and

2B. Write words to describe the picture.

1. interjections Oh! Wow!
2. nouns _____
3. pronouns _____
4. adjectives _____
5. adverbs _____
6. conjunctions _____
7. verbs _____
8. prepositions _____



Homework 2B. – Grammar

Have students write words of each sort listed above. It can be any word, as long as it is the right part of speech.

Answers will vary. Some possible answers are:

2. horses, barn, farm, mountain, grass
3. they, it, he, she
4. good, green, beautiful, sunny
5. quickly, quietly, slowly
6. and, or, so, but
7. eat, run, stand, see
8. on, in, at, next to, under

3A. Write questions about the pictures and ask your partner.



1	What is the woman doing?	She's feeding her chickens seeds.
2		
3		
4		


Homework 3A. – Conversations - Pair work

First, students write questions about the pictures in 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.

Their questions and answers will vary, but may include:

- 2. What is the man doing? He's getting milk from the cow.
- 3. What is this person picking? The person is picking tomatoes.
- 4. What is the boy doing? He's watering the plants.

 **3B.** Write questions about the pictures and ask your partner.

5



6



7



8



5

6

7

8

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Homework 3B. – Conversations - Pair work

First, students write questions about the pictures in their own words. Then ask students to interview a partner and write their partner's answers. Check answers for correct grammar and punctuation.

Their questions will vary, but may include:

5. Who is the man? He's a farmer.
6. What is the farmer carrying? He's carrying vegetables.
7. What is the man holding? He's holding a bee hive to get the honey.
8. What are they doing? They are picking fruit from the tree.



4. Answer the questions and mark the /U/ spelled oo and /ow/ sounds.

A. Are you leaving now?	Yes, I am leaving now!
B. What do you do at noon?	
C. How can you move a cow?	
D. How far is the moon from earth?	
E. How hungry are you now?	
F. Who do you think is cool? Why?	
G. When do you plant flower seeds?	

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

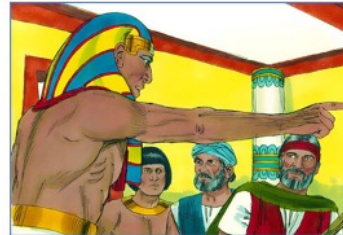
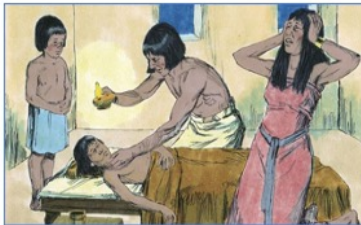
This homework practices writing, spelling, and pronouncing the /ow/ and /U/ spelled oo words.

Answers will vary. Learners should mark the following sounds:

- A. Are you leaving **now**?
- B. What do you do at **noon**?
- C. **How** can you **move** a **cow**?
- D. **How** far is the **moon** from earth?
- E. **How** hungry are you **now**?
- F. Who do you think is **cool**? Why?
- G. When do you plant **flower** seeds?

5. Bible Story Review

Choose one of these pictures from the Bible story and write a paragraph about what is happening at that point in the story.



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Homework 5. – Bible Reading Review

Students will use one of these pictures from the story to write a one-paragraph summary of one part of the Bible story. Answers will vary.

6A. Choose 1 Verse to memorize

A But the blood on your houses will be a special sign. When I see the blood, I will pass over your house. I will cause bad things to happen to the people of Egypt. But none of these bad diseases will hurt you. [Exodus 12:13](#)

B You will say, 'This Passover is to honor the LORD, because when we were in Egypt, he passed over the houses of Israel. He killed the Egyptians, but he saved the people in our houses.'"
Then the people bowed down and worshiped the Lord.
[Exodus 12:27](#)

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 Then Jesus told the people another story: "God's kingdom is like a mustard seed that a man plants in his field. It is the smallest of all seeds. But when it grows, it is the largest of all garden plants. It becomes a tree big enough for the birds to come and make nests in its branches."
[Matthew 13:31](#) ERV

- Read the next unit's Bible verses: [Exodus 12:33-15:21](#) in your language.

Homework 6B. – Memorize a verse and read the next unit'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 unit. 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. Homework – Read the email.

Hi Amy!

I hope you are having a good summer. How are you doing? How is your garden, and what kind of fruits and vegetables are you growing? I know that you like to grow tomatoes. I grew oranges once, but I don't now. Are you still growing potatoes? I have always wanted to grow potatoes, but it is so difficult. Yesterday, I put tomato seeds in my garden; hopefully I will be able to pick them in a few months.

My horse and donkey are still kicking each other but the pig ignores them. Sometimes the bees sting the animals and make them angry. Thankfully, I have honey from my bees. I will give you some when I see you next week at my house!

Love,
Stephanie

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Homework 7A. – Everyday Reading and Writing

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



7B. Answer the questions about the email on the previous slide.

- A. Who is the message to?
- B. Who is the message from?
- C. What did Stephanie grow once?
- D. What does Amy like to grow?
- E. What animals does Stephanie have?
- F. How do the horse and donkey get along?



Homework 7B. – Everyday Reading and Writing

The learners will read the email and answer the questions.

Answers:

- A. To Amy
- B. From Stephanie
- C. Oranges
- D. Tomatoes
- E. A horse, donkey, pig and bees.
- F. They do not get along well, they kick each other.



8. Homework – Writing

Write a story with 10 sentences about life on a farm.

Example: *After we fed the donkey, I rode the horse.*



Homework 8. – Writing

Model. Write something about your own experience with the animals and food you learned about. For example: I sometimes grow potatoes in the ground. I sometimes buy sugar cubes for my horse.

Answers will vary.



9. Homework – Now I Can...

- I can talk about life in the country.
- I can understand, say, read, and write the 12 vocabulary words.
- I can recognize the parts of speech.
- I can understand the Passover story.

Homework 9. – I can statements

The student must be able to achieve all of these skills before the next unit. If not, the unit can be repeated or additional practice materials can be used.

Review all of the skills at the beginning of the next unit. Be sure to give lots of praise and encouragement!



Closing Prayer

Pray

You may want to ask for any special prayer requests, then pray for your students and bless them.

Help us share the Light of the World!

Thank you for using our materials. If these lessons are a blessing to you, please give or volunteer to help others learn English through the Bible.

Contact us at: LightOfTheWorldLearning.org or Info@LOTWL.org



Appendix



- How to Use Lessons: bit.ly/UseLOTW
- Irregular Verb List: bit.ly/ListVerbs
- Lesson Downloads: LightOfTheWorldLearning.org
- Order Books: bit.ly/BooksLOTW
- Share Your Feedback: bit.ly/FeedbackLOTW
- Table of Contents: bit.ly/TocLOTW
- Video Channel: youtube.com/@LightOfTheWorldLearning
- Vocabulary List: bit.ly/VocabUS
- Website: LightOfTheWorldLearning.org

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Bible story and pictures on slides 15-20, and 31 adapted from the original work by unfoldingWord available from <https://openbiblestories.org>