

**Teacher's Notes:**

**Bible Reading:** Wandering in the wilderness – [Exodus 16-17](#);  
[Numbers 10-14; 27](#); [Deuteronomy 34](#)

**Theme:** Colors and clothing

**Pronunciation:** /Ind/ and /I/ spelled ie

**Grammar:** Zero Conditionals; Indefinite Pronouns

**Preparation:**

Pray.

Read the Bible passages.

Preview slides and game.

Optional: Bring samples of clothing with various colors.



## Pray, Review, and Preview

**Bible Reading:** Wandering in the wilderness – [Exodus 16-17](#); [Numbers 10-14](#); [20](#); [27](#); [Deuteronomy 34](#)

**Theme:** Colors and clothing

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### Pray

Pray for the class. You may want to thank the Lord for the beautiful colors he has created, and for providing us with the clothing we need.

### 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 16-17; Numbers 10-14; 20; 27; Deuteronomy 34 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: **brown, orange, pink, green, black, shoes, table, shirts, belts, nails, jewelry, comb, socks.**

More advanced students can be encouraged to make complete sentences:

**She is wearing a green dress. There are orange and black socks on the table.**







### 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.**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
			
a sock	a belt	a sandal	jewelry
He wears socks.	I own a brown belt.	She wears sandals.	They like to wear jewelry.

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## 2A. Vocabulary

**Note:** Jewelry is a non-count noun that does not have a plural form. We do not use an article with the word **jewelry**. For example, we would say "I wear jewelry" instead of "I wear a jewelry."

To talk about a particular item of jewelry, we often say "a piece of jewelry." For example: A ring is a **piece of jewelry**. Rings are **pieces of jewelry**. We don't say: Rings are jewelries.




**1. Say the new words in a simple sentence:** "This is a sock." 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 sock, a sock, a sock*. 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, "He wears socks."

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

Listen and repeat.


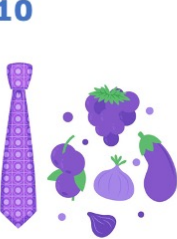

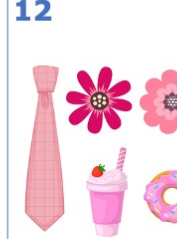
<p>5</p> 	<p>6</p> 	<p>7</p> 	<p>8</p> 
<p>a suit</p>	<p>a pocket</p>	<p>a tie</p>	<p>brown</p>
<p>They wear suits to work.</p>	<p>My pants have two pockets.</p>	<p>He wears a black tie with his suit.</p>	<p>Coffee is brown.</p>

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## 2B. Vocabulary

- 1. Say the new words in a simple sentence:** "This is a suit." 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 suit, a suit, a suit*. 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, "They wear suits to work."
- 4. Check students' comprehension by asking direct questions.** For example, *What is this? Where's the suit? Is this a tie?*

Listen and repeat.

<p>9</p> 	<p>10</p> 	<p>11</p> 	<p>12</p> 
green	purple	orange	pink
Leaves are green in the spring.	We often eat purple fruit.	Orange is the color of oranges.	She grows pink flowers.


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## 2C. Vocabulary

**Note:** The word **orange** is an adjective for a color. It also can be used as a noun for the name of a fruit.

- 1. Say the new words in a simple sentence:** "This is the color green." 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: *green, green, green*. Have your students then repeat the word after you several times.
- 3. Say the word in the same sentence again.** Have students repeat after you each time, "Leaves are green in the spring."
- 4. Check students' comprehension by asking direct questions.** For example, *What color is this? Is this purple? What things are*

*green?*

 **Indefinite Pronouns**

Prefix	Use	People	Things	Places
<b>some</b>	+	someone	something	somewhere
<b>any</b>	- ?	anyone	anything	anywhere
<b>no</b>	+	no one	nothing	nowhere
<b>every</b>	? - +	everyone	everything	everywhere

Can **anyone** lend me a pen? I have **nothing** to write with today. I lost my backpack **somewhere**. I looked for it **everywhere**!

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## 2D. Grammar- Indefinite Pronouns

Note: Words like 'something', 'everywhere', 'anybody' and 'no one' are indefinite pronouns. We use them for non-specific people, things and places.

The words starting with **some** and **no** are usually used with positive verbs. The words starting with **any** or **every** are often used in questions and with negative verbs.

These are singular words, so we use a singular verb with them. Everyone **wears** suits at my workplace. No one **is** wearing jewelry today.

We can use these words on their own for a short answer. A: What do you want to drink? B: Nothing! A: Where would you like to sit? Anywhere.

We can use them at the beginning of a sentence as the subject or as

the object of a sentence: Everything God made was good. Apart from him, we can do nothing.

We can also use **-body** instead of **-one** for people: somebody, anybody, nobody, everybody.

## Zero conditionals tell what always happens.

	<b>"If" / "When" Condition</b>	<b>Main Clause Result</b>
1	If no one answers the phone,	I leave a message.
2	When he goes outside,	he wears shoes and socks.
3	If the traffic light is green,	I drive my car forward.
4	When we go to a wedding,	we wear jewelry.
5	If I wear jeans,	I put my phone in my pocket.
6	When it's summer,	he wears sandals.

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### 2E. Grammar - Zero Conditionals

**Note:** Zero conditionals are used for general truths, habits, scientific facts, and other situations when the condition will **always** happen. Either IF or WHEN can be used in zero conditionals.

They require verbs in the present simple tense in both clauses.

Note that a comma must always be used after the If/When clause.

We will learn about first, second and third conditionals later. These other conditional forms use different verb tenses.

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

## Zero conditionals tell what always happens.

	Main Clause Result	"If" / "When" Condition
1	I leave a message	if no one _____ the phone.
2	He _____ shoes and socks	when he goes outside.
3	I _____ my car forward	if the traffic light is green.
4	We wear jewelry	when we _____ to a wedding.
5	I put my phone in my pocket	if I _____ jeans.
6	He _____ sandals	when it's summer.

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### 2F. Grammar

#### Zero Conditionals

Note that the sentences can be written with either the main clause or the If/When condition first. However, a comma should **not** be used after the main clause when it is used first.

Ask students to complete the sentences with present tense verbs.

1. I leave a message if no one **answers** the phone.
2. He **wears** shoes and socks when he goes outside.
3. I **drive** my car forward if the traffic light is green.
4. We wear jewelry when we **go** to a wedding.
5. I put my phone in my pocket if I **wear** jeans.
6. He **wears** sandals when it's summer.



## Listen and repeat.



A: Is everything okay?

B: No, I need someone to help me find my **new green socks**. I can't find them anywhere!

A: I can help you. They must be somewhere. Did you look in **your suit pockets**?

B: Yes, but nothing is in there. I looked everywhere!

A: Did you look on the brown shelf and the pink sofa?

B: Yes, but they are nowhere in the house.

A: Did you look on **your feet**?

B: **My feet**? Oh, here they are! **I'm wearing them now**. Thanks!

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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. - - -	B. - -	C. - -
anywhere	something	a suit
everything	purple	a belt
anyone	pocket	a sock
everywhere	woman	a tie

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**4A. 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.



## Listen and repeat.

1. /Ind/	2. /I/ spelled ie	3. Challenge
find	die	
kind	tie	
mind	lie	
blind	pie 	
behind	cried	



- A. Can you find my tie behind the door?  
 B. The kind boy tried to help the blind girl.

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### 4B. Pronunciation - Sound and Spelling

**Note:** Teacher may have to explain the word “pie” is a baked food made with a pastry crust and filled with fruit, meat or vegetables.

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

(For example, point to the **-Ind** and say /-Ind/ /-Ind/ /-Ind/. Then say the sound and quickly read the entire list, pointing to each item as you read it (/ -Ind/ find, kind, mind, blind, behind). 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.

## **Wandering in the Wilderness.**

[Exodus 16-17](#); [Numbers 10-14](#);  
[20](#); [27](#); [Deuteronomy 34](#)



God told the Israelites laws that they must obey because of his agreement with them. Then he led them away from Mount Sinai to bring them to the Land he had promised to give to Abraham, Isaac and Jacob. This land was called Canaan. The Canaanites lived there. They did not worship or obey God. They worshiped false gods and did many evil things.

God went in front of the Israelites in a pillar of cloud during the day and they followed him.

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### **5A. Bible Reading**

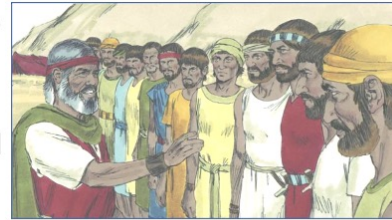
Students have already read this story in their native language as part of their homework, so it will be familiar even if they do not know all the vocabulary yet. The pictures also help them to understand. The hyperlinks of the Bible verses connect to <https://live.bible.is/> so students can read and 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, "After you get to the Promised Land, make all the Canaanites leave. Do not make peace with them and do not marry them. You must destroy all their idols. If you do not obey this, you will end up worshipping their idols instead of me." When the Israelites were at the border of Canaan, Moses chose twelve men, one from each tribe of Israel. He sent them into Canaan to see what the land was like. They also went to see if the Canaanites were strong or weak.

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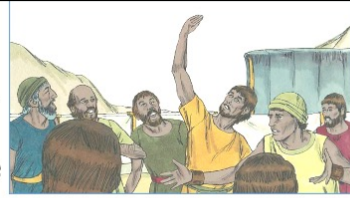
### 5B. Bible Reading

- 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 twelve men traveled through Canaan and came back after forty days. They told the people, "The land is very rich and has good crops!" But ten of the men said, "The cities are very strong and the people are very tall! If we fight against them, they will win and kill us!"

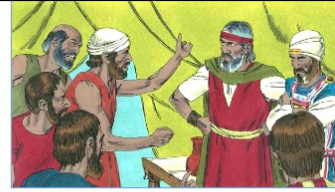
Right away, the other two spies, Caleb and Joshua, said, "It is true that the people of Canaan are tall and strong, but we can win when we fight with them because God will fight for us!"



### 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.

But the people did not listen to Caleb and Joshua. They became angry with Moses and Aaron and said, "Why did you bring us to this very bad place? We should have stayed in Egypt. If we go into the land, we will die in battle, and the Canaanites will make our wives and children slaves." The people wanted to choose a different leader to take them back to Egypt. When the people said this, God was very angry. He came to the Tent of Meeting and said, "You have done wrong against me, so you will walk in the wilderness with no direction. Everyone who is twenty years or older will die there and never enter the land I am giving to you. Only Joshua and Caleb will enter it."



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#### 5D. Bible Reading

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

When the people heard this, they were sorry they had done wrong against God. They decided to fight the people of Canaan. Moses told them not to go because God would not go with them, but they did not listen to him.



God did not go with them into this fight, so they lost the battle and the Canaanites killed many of them. Then the Israelites turned back from Canaan. For the next 40 years, they wandered through the wilderness.

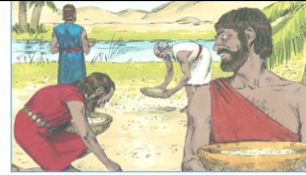
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### 5E. Bible Reading

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

During the 40 years, God took care of the people of Israel as they walked in the wilderness. He gave them bread from the sky, called manna. He also sent flocks of quail birds into their camp so they had meat to eat. During all that time, God kept their clothes and sandals from wearing out.




God even made water come out of a rock for them to drink. But despite all this, the people of Israel complained against God and against Moses. Even so, God still kept his promises. He did what he promised that he would do for the family of Abraham, Isaac, and Jacob.



## 5F. Bible Reading

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

Another time when the people wanted water, God told Moses, "Speak to the rock, and water will come out of it." But Moses did not speak to the rock. Instead, he hit the rock twice with a stick. In this way, he did not respect God. Water came out of the rock for everyone to drink, but God was angry with Moses. He said, "Because you did this, you will not enter the Promised Land."



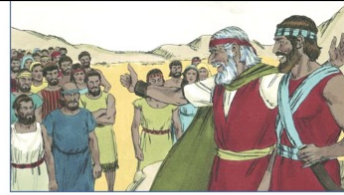
After the Israelites had walked in the wilderness for 40 years and all those who had sinned against God were dead, God took them to the edge of the Promised Land again.

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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.

Moses was now very old, so God chose Joshua to lead the people. God also promised Moses that one day he would send another prophet like Moses to the people.



Then God told Moses to go to the top of a mountain so he could see the Promised Land. Moses saw the Promised Land but God did not let him enter it. Then Moses died, and the Israelites were very sad for 30 days. Joshua became their new leader. Joshua was a good leader because he trusted and obeyed God.



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### 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. What is this Bible story about?
2. What was the difference between the report that Caleb and Joshua gave and the report the other 10 men gave?
3. How did God take care of the people in the wilderness?
4. Why do you think Joshua and Caleb gave the people different advice than the other men?
5. What sin did Moses commit against God?
6. How are you obeying God right now?

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### 5I. Bible Reading Questions

Ask the questions and discuss as a group. You may go back to the story to help students find the answer.

#### **Answers:**

1. The journey to the Promised land / Wandering in the wilderness
2. Ten of the men said that the cities were strong and the people were tall. If they fought against them, they would kill the people. But Joshua and Caleb said that God would fight for the Israelites.
3. God gave the people manna and quail from the sky and water from a rock. Also their clothes did not wear out.
4. Answers will vary. Ex: They looked to God instead of what they could see. / They trusted in God.
5. "Moses did not show respect for God."
6. Answers will vary.

 Listen and answer the questions.

1. What color are Jan's socks?
2. What is Jan trying to do?
3. What won't Jan do?
4. Why is Jan glad that Greg is her friend?
5. What things must Jan be careful putting away?
6. What kind of food does Jan's Mom make well?



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**6A. Activities – Listening with sound/spelling words /Ind/ and /I/ spelled ie**

Read the following script at least twice as students listen and write their answers to the questions. Students should NOT read the script.

**A:** Hey, Jan, how are you doing?

**B:** I'm not so good, Greg. I am trying to find my green socks, and they're somewhere on this red carpet.

**A:** Um, why is that hard? I can see them.

**B:** I won't lie to you, Greg, I am color-blind. That means I can't see some colors. If it weren't so strange, I'd have all my socks in purple, orange or pink colors! At least they would be easier to find.

**A:** Oh, Jan, I'm so sorry! I didn't know that you are color-blind. I'm happy to help you, I don't mind at all.

**B:** Thank you for helping me, Greg. I'm glad you are my friend because you are so kind. But I have to be careful putting things like my jewelry away – I have to keep them in the right part of my jewelry case so I don't mix them up. My Mom helps me with that. I keep my socks in the right place for the same reasons, and my shirts are lined up in the closet by color.

**A:** Wow, that sounds really hard to keep things that way! What a great

Mom you have to help you like that!

**B:** And she makes a great fruit pie too! She's the best!

**Answers:**

1. Green.
2. She's trying to find her green socks.
3. She won't lie to Greg.
4. Because he is so kind.
5. Answers may include: jewelry, socks, shirts.
6. Fruit pie.

### Partner A - Ask questions to fill in the chart.

	<b>Name</b>	<b>Wearing</b>	<b>Eating</b>	<b>Vacation</b>
	Sue		purple fruit	
	Tim	pink socks		nowhere
	Mr. Green		oranges	
	Ms. Brown	gold jewelry		somewhere hot
	Caleb		brown bread	
	Josh	brown sandals		Israel







- A. Where is Sue going for vacation?
- B. She's going to Greenland.

### 6B. Activities - Pair work

Partner A will ask questions of Partner B to fill in the blanks of this slide. Partner B will ask questions of Partner A to fill in the next slide. The partners must not look at each others' slides.



Partner B - Ask questions to fill in the chart.


	Name	Wearing	Eating	Vacation
	Sue	orange belt		Greenland
	Tim		a pink donut	
	Mr. Green	suit and tie		Sydney
	Ms. Brown		something green	
	Caleb	green shirt		the beach
	Josh		a tomato	



B. What is Sue eating today?

A. She's eating purple fruit.

### 6A. Activities - Pair work

Partner B will ask questions of Partner A to fill in the blanks of this slide. Partner A will ask questions of Partner B to fill in the previous slide. The partners must not look at each others' slides.

 **Game – Name Four!**



Name four things you can wear on your feet.

Sandals  
Socks  
Shoes  
Boots

Name four things that are green.

Grass  
Vegetables  
My pants  
My shoes

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## 7. Game – Name Four

The teacher asks individual students or small teams to name four things in a given category in 15 seconds. If they can name four things correctly within the time, they get a point. The player or team who gets the most points after playing 4 different categories, wins.

Categories may include: Things you can wear at work, things that are orange, green, brown, purple, pink, things with pockets, jobs, languages, animals, plants, people in the Bible, drinks, weather, sports, family members, feelings, food, body parts, prepositions, pronouns, verbs, things that fly, things that begin with H, etc.

**1A. Homework – Write sentences with indefinite pronouns.**

<p>1</p> 	<p>Everybody likes to eat purple grapes. Someone wears a purple tie.</p>	<p>4</p> 	
<p>2</p> 		<p>5</p> 	
<p>3</p> 		<p>6</p> 	<p>27</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.

Number one is an example.

**Answers** may vary, but will start with a capital letter, have a punctuation mark at the end, use an indefinite pronoun and use the

following vocabulary words:  
2. suit 3. orange 4. brown 5. socks 6. belt

**1B. Homework – Write sentences with zero conditionals (if/when).**

7 	I buy new sandals when they are on sale.	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, use a zero conditional phrase with **if** or **when**, and use the following words:

- 8. green
- 9. tie
- 10. pocket
- 11. pink
- 12. jewelry

## 2A. Form pronouns to complete the sentences.

some	any	no	every
one	thing	where	body

- A. I just had lunch; I don't need **anything** to eat now.
- B. Do you know \_\_\_\_\_ I can go to buy a good suit?
- C. I don't like to eat \_\_\_\_\_ green.
- D. I'm sad because \_\_\_\_\_ likes my orange socks.
- E. The boy in the purple pants has \_\_\_\_\_ in his pockets.
- F. \_\_\_\_\_ knows that ice melts when it's hot.
- G. I saw \_\_\_\_\_ wearing nice pink sandals yesterday.



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### Homework 2A. – Grammar and Vocabulary Review

#### Indefinite Pronouns

Students must form pronouns using the word parts in the blue boxes.

Letter A is an example.

- B. Do you know **anywhere** I can go to buy a good suit?
- C. I don't like to eat **anything** green.
- D. I'm sad because **no one/nobody** likes my orange socks.
- E. The boy in the purple pants has **nothing** in his pockets.
- F. **Everyone/everybody** knows that ice melts when it's hot.
- G. I saw **somebody/someone** wearing nice pink sandals yesterday.



## 2B. Homework – Matching

- |                       |                                     |
|-----------------------|-------------------------------------|
| 1. The apple is brown | A. I always wear socks.             |
| 2. If I wear shoes,   | B. when I eat honey.                |
| 3. When it is summer, | C. when he goes to work.            |
| 4. I feel happy       | D. if it is rotten.                 |
| 5. If I wear a belt,  | E. if her pants don't have pockets. |
| 6. My dad wears a tie | F. the trees are green.             |
| 7. She brings a purse | G. I am wearing pants.              |



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### Homework 2B. – Grammar Review

#### Zero Conditionals

One student, Amy, wrote main clauses and "if"/"when" clauses. She needs help putting them together.

Students will match two clauses to create a zero conditional. Students will write out the full sentence on a sheet of paper or computer.

#### Answers:

- 1D. The apple is brown if it is rotten.
- 2A. If I wear shoes, I always wear socks.
- 3F. When it is summer, the trees are green.
- 4B. I feel happy when I eat honey.
- 5G. If I wear a belt, I am wearing pants.
- 6C. My dad wears a tie when he goes to work.
- 7E. She brings a purse if her pants don't have pockets.

**3. Ask the questions to a partner:**  
**What do you wear \_\_\_\_\_?**

A. ...if you have a <b>job interview?</b>	I wear my blue suit and tie if I have a job interview.
B. ...when you _____ party	
C. ...when the weather is _____	
D. ...if you go somewhere _____	
E. ...when you visit someone _____	
F. ...if you have nothing _____	
G. ...when you clean the _____	

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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.

Letter A is an example. Questions and answers must have the correct punctuation at the end.

**Questions and answers will vary**, but may include:

- B. ...when you go to a birthday party?
- C. ...when the weather is rainy?
- D. ...if you go somewhere fancy to eat?
- E. ...when you visit someone important?
- F. ...if you have nothing to do on the weekend?
- G. ...when you clean the house?

**4. Answer and say the sentences. Mark the /Ind/ and /I/ spelled ie sounds.**

A. Do you often wear a tie?	Yes, I wear a tie every week.
B. What kind of belt do you have?	
C. What is behind you right now?	
D. Do you mind waking up early?	
E. When did you tell a lie? Give an example.	
F. What kind of pie do you like?	

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

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

**Answers will vary. Learners should mark the following sounds:**

- B. What **kind** of belt do you have?
- C. What is beh**ind** you right now?
- D. Do you **mind** waking up early?
- E. When did you tell a **lie**? Give an example.
- F. What **kind** of **pie** do you like?

## 5. Bible Reading Review



1. Why did the people want to return to Egypt again?
2. What did God give the people to eat and drink?
3. What does God give you?
4. Why do you think God told the Israelites to destroy the Canaanites' gods?
5. What did Joshua and Caleb say about fighting the Canaanites?
6. What did you learn about God from this story?

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### Homework 5. – Bible Reading Review

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

#### Answers:

1. They thought that they would die in battle and their children and wives would become slaves. They thought it was better to be in Egypt than be killed. They did not trust God.
2. Manna, quail, and water.
3. Answers will vary.
4. So that they would not get tempted to worship them instead of God.
5. They said the Canaanites are tall, but we can win when we fight them because God is with us.

6. Answers will vary.

## 6A. Choose 1 Verse to Memorize

**A**

"So don't turn against the Lord! Don't be afraid of the people in that land. We can defeat them. They have no protection, nothing to keep them safe. But we have the Lord with us, so don't be afraid!"

[Numbers 14:9 ERV](#)

**B**

When I am afraid, I put my trust in you.

[Psalm 56:3 ERV](#)

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### Homework 6A. – Memorize a Verse

Learners get to choose A, B, or C (on the next slide) to memorize.

- 1. Model.** Recite a verse from memory.
- 2. Repeat.** Encourage students to find someone with whom to practice conversing and reading the completed homework assignment.
- 3. Solo.** Students will recite the verse from memory at the next class.

 **6B.** Choose 1 verse to memorize and read the next verses.

**C**

The LORD's word is true, and he is faithful in everything he does.

[Psalm 33:4 ERV](#)

Read the next lesson's Bible verses: [Joshua 1-24](#)

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

Learners get to choose A, B, or C to memorize.

Students will always read the Bible lesson in their first language (L1) before reading it in English the following lesson. Help them get a Bible in their own language if they don't have one. They may also use Bible.IS or other Bible translation resources.

## 7A. Read the article on Mixing Paint Colors.

One of the fun things about painting is learning how to mix paint to make new colors. You can use the primary colors red, blue, and yellow to make all of the colors of the rainbow. Plus, you can use black and white to darken and lighten colors. It's fun to create something new with colored paint and anyone can learn to do it. Let's see how it works.



Blue, red and yellow are called the "primary colors." The color chart above shows how these three primary colors can mix with each other to become "secondary colors." For example, when blue and yellow mix, they become green. When yellow and red mix, they become orange. When red and blue mix, they become purple (which is sometimes called "violet"). If you mix any of the secondary colors together, they become brown. To make colors lighter, add more white. To make them darker, add more black. Now you can try it to create anything you like. Happy painting!


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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 from the article in complete sentences.

- A. What are the primary colors?
- B. What are the secondary colors?
- C. What happens if you mix green and orange?
- D. What happens when you mix orange and purple?
- E. What is another word for "violet"?
- F. What would you like to paint? Why?



### **Homework 7B. – Everyday Reading and Writing**

The learners will answer the questions about the article on the previous slide.

#### **Answers:**

- A. The primary colors are red, yellow and blue.
- B. The secondary colors are orange, green, and purple (or violet).
- C. If you mix green and orange, they become brown.
- D. When you mix orange and purple, they become brown.
- E. "Purple" is another word for "violet."
- F. Answers will vary.

## 8. Write a paragraph



Write about the clothing and colors that you like, OR write about a time you traveled to a new place like the Israelites.

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### Homework 8 – Writing

**Model.** Write your own paragraph. For example, One time I traveled to Australia. I did not know anyone there. I did not know where to find a place to stay. I felt afraid. But God helped me find a safe place. He was with me and protected me. I am thankful to him.




## 9. Now I Can...

- I can talk about colors and clothing.
- I can understand, say, read, and write the 12 vocabulary words.
- I can use zero conditionals and indefinite pronouns correctly.
- I can understand that the Israelites wandered in the wilderness.

### 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](https://LightOfTheWorldLearning.org) or [Info@LOTWL.org](mailto:Info@LOTWL.org)



## Appendix



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

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Bible story and pictures on slides 14-22, and 33 adapted from the original work by unfoldingWord available from <https://openbiblestories.org>