

**Teacher's Notes:**

**Bible Reading:** Jesus Feeds 5,000 and Walks on Water – Matthew 14:13-33

**Theme:** Religion and Faith

**Pronunciation:** S spelled /z/ and Y spelled /E/

**Grammar:** count/non-count nouns; some, any, how much/many

**Preparation:**

Pray

Read the Bible passages.

Preview slides and game.

Optional: Bring items to help the students better understand the vocabulary and count/non-count nouns (e.g., candles, crosses, water, bag of rice).



## Pray, Review, and Preview

**Bible Reading:** Jesus feeds 5,000 and Walks on Water - [Matthew 14:13-33](#)

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### Pray

Pray for the class. You may want to thank the Lord for providing food and trusting in him that he will provide everything we need.

### Check Homework and Review

Ask students to read aloud or recite their homework from the last class. Check written work. Be sure they have read Matthew 13:12-33 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 (from top left to bottom right): **Bible, church, Jewish Star of David, candle, Muslim crescent moon and star symbol, Buddhist temple, praying hands, Hindu oil lamp, Christian cross, Muslim mosque.**

More advanced students can be encouraged to make complete sentences:

**I see many religious symbols from different faiths.**



## Religion and Faith

Many people pray, light **candles**, or worship in **temples**, but they may have very different beliefs or religions. The largest faith is Christianity, with about 2.4 billion followers of Jesus Christ. **Christians** live all over the world. The second largest religion is Islam with about 1.9 billion **Muslims**. Most Muslims live in the Middle East, North Africa, and Indonesia. Hinduism is practiced by about 1.2 billion **Hindus**, mostly in India and Nepal. Buddhism has about 500 million followers, and most **Buddhists** live in East Asia. Judaism has around 15 million **Jewish** followers, most live in Israel and the United States. There are also many other religions and some people do not practice any religion.

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### 1B. Read about the Theme Picture

Please read the description of the theme picture to the students and point to the pictured vocabulary. If students ask about words, give simple definitions.

Practice of vocabulary begins with the following slide.

 **Match the beginning and end of each sentence.**

<p>1. A <b>priest</b> is a type of</p> 	<p>A. sticks used for light.</p> 
<p>2. A <b>choir</b> is a group</p> 	<p>B. are buildings where people worship.</p> 
<p>3. <b>Candles</b> are wax</p>	<p>C. religious leader.</p> 
<p>4. <b>Temples</b></p> 	<p>D. of people who sing together at worship services.</p> <p style="text-align: right;">5</p>


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## 2A. Vocabulary

- 1. Say the beginning of the sentence a few times**, as you indicate the picture. For example, say, "A priest, A priest." Have your students then repeat the phrase after you a few times.
- 2. Ask students to match the beginning and end of each sentence and say the complete sentence.** For example, "A priest is a type of religious leader."
- 3. Check students' comprehension further by asking direct questions.** For example, "Where do you hear a choir sing?"

### Answers

1. C
2. D
3. A
4. B

 **Match the beginning and end of each sentence.**

5. The <b>cross</b> is a symbol	E. ceremony for someone who died. 
6. A <b>funeral</b> is a 	F. for the Christian faith because Jesus died on a cross. 
7. John <b>baptized</b> Jesus	G. that Jesus Christ is the son of God. 
8. <b>Christians</b> believe	H. in the river.

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## 2B. Vocabulary

**1. Say the beginning of the sentence a few times**, as you indicate the picture. For example, say, "The cross, the cross." Have your students then repeat the phrase after you a few times.

**2. Ask students to match the beginning and end of each sentence and say the complete sentence.** For example, "The cross is a symbol for the Christian faith because Jesus died on a cross."


**3. Check students' comprehension further by asking direct questions.** For example, "Have you been to a Christian worship service?"

### Answers

- 5. F
- 6. E

7. H  
8. G

**Match the beginning and end of each sentence.**

9. My <b>Jewish</b> friend lights candles to	I. during Ramadan.	
10. My <b>Muslim</b> neighbor eats only at night	J. India follows the <b>Hindu</b> religion and puts a red mark on her forehead.	
11. Our friend in 	K. and shave their heads.	
12. Some <b>Buddhists</b> wear orange robes	L. celebrate Hanukkah.	

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## 2C. Vocabulary

**1. Say the beginning of the sentence a few times**, as you indicate the picture. For example, say, "My Jewish friend, My Jewish friend." Have your students then repeat the phrase after you a few times.

**2. Ask students to match the beginning and end of each sentence and say the complete sentence.** For example, My Jewish friend lights candles to celebrate Hanukkah."

**3. Check students' comprehension further by asking direct questions.** For example, "Do you have any Hindu friends?"

### Answers

- 9. L
- 10. I
- 11. J

12. K

Nouns and Adjectives for Religions		
Noun for a Religion	Noun for a Person	Adjectives
Christianity	a Christian	Christian
Judaism	a Jew	Jewish
Islam	a Muslim	Islamic or Muslim
Hinduism	a Hindu	Hindu
Buddhism	a Buddhist	Buddhist


He practices **Christianity**. He is a **Christian**. He celebrates **Christian** holidays.











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## 2D. Vocabulary and Grammar

### Note:

It is easy to confuse the adjectives and various noun forms used with religions. The adjective "Muslim" usually refers to people (They are a Muslim family.); the adjective "Islamic" usually refers to a thing (I like Islamic art). All forms start with a capital letter.

 **Noncountable nouns are often liquids or things too small to count. Countable nouns can be counted. Write NC or C by each word.**

				
A. sand-NC	B. candle	C. milk	D. coffee	E. temple
				
F. cross	G. boat	H. water	I. loaf	J. flour

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## 2E. Grammar – Count and Noncount nouns

**Note:** A noun is the word for a person, place, idea, or thing. Nouns can be divided into “count” and “noncount” categories, also known as “countable” or “noncountable.” Count nouns can be easily counted and can be either singular or plural. For example, **one chair, two chairs**. Noncount nouns cannot be easily counted and are not used in the plural form. We instead use a container (**one bucket of sand**) or general quantifier (**a little sand, a lot of sand**) to describe the amount of noncount nouns. A few countable nouns only have a plural form ending in S. Here are a few examples:

- scissors
- clothes
- pants
- jeans
- shorts
- pajamas

We usually use “a pair of” or “some” with these words.

**Answers:** A. NC, B. C, C. NC, D. NC, E. C, F. C, G. C, H. NC, I. C, J.  
NC

**Many/few are for countable nouns. Much/little are for noncountable nouns. Complete the sentences.**

1	How <b>much</b> rice is here? There's a <b>little</b> rice.	5	How ____ kids like limes? A ____ kids like limes.
2	Are there ____ boats? There are a ____ boats.	6	Do you have ____ money? I have a ____ money.
3	How ____ milk is left? There's only a ____ milk left.	7	Did you see ____ temples? We saw a ____ temples.
4	Is there ____ snow today? There is a ____ snow.	8	How ____ baskets are full? A ____ baskets are full.

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## 2F. Grammar - Much/Little and Many/Few

**Note:** A noun (person, place, idea, or thing) can be divided into "count" and "noncount" nouns. Count nouns are nouns that can be counted from one to another number. Count nouns can be either singular or plural. Noncount nouns cannot be counted or pluralized. We use "many" in sentences to state a nonspecific number.

**Any** is for general questions or negative sentences.  
**Some** is for questions offering something or positive sentences.

Question	Answer
1. Would you like <b>some</b> water?	Yes, I'd love <b>some</b> .
2. Do you have <b>any</b> tea left?	Sorry, we don't have <b>any</b> .
3. Do you have <b>any</b> candles?	Yes, we have <b>some</b> here.
4. Did you buy ____ soda?	No, I didn't buy ____ soda.

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**2G. Grammar – Some/Any**

**Note:** We use "some" in questions to offer things, as in question 1.  
 We use "some" in positive sentences, as in answers 1 and 3.

We use "any" in general questions, as is **questions** 2 - 4.  
 We use "any" in negative sentences as in **answers** 2 and 4.

Model, Repeat, and Solo lines 1 through 3. Then ask students to complete line 4.

**Answer:**

4. Did you buy **any** soda? No, I didn't buy **any** soda.



### Listen and repeat.

A: Would you like some **bacon**?

B: No, thank you. I am **Jewish** and I don't **eat any pork**.

A: Oh, that's interesting. Tell me more about yourself.

B: **I rest on Saturdays and read the Torah**. How about you?

A: I am **Christian**. I **follow Jesus Christ**.

B: Thank you for sharing.

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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).

 **S is often pronounced /z/ after voiced consonants or vowels. Final Y is often pronounced /E/after consonants.**

1. /z/ spelled s	2. /E/ spelled y	3. Challenge
is	happy	
was	hungry	
choirs	many	
God's	really	
bags	truly	

4. Many people praise Jesus because he is truly God's son.

5. The crowd was hungry and really wanted to eat.

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**4A. Pronunciation - Sound and Spelling**

**Note:** In English, the general rule is that if the letter **s** follows a voiced vowel or consonant sound, the **s** is pronounced as **/z/**. Voiced consonants include **b, d, g, j, l, m, n, r, v, w,** and **z**. All vowels sounds are voiced, but many words are spelled with silent vowels. You can place your finger on your throat and pronounce a sound to determine if it is voiced. If you feel your vocal cords vibrate, the sound is voiced.

**1. Model: Say the sound several times while pointing to it.** (For example, point to the s and say /z/ /z/ /z/. Then say the sound and quickly read the entire list, pointing to each item as you read it (/z/ is, was, choirs, God's, bags). 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 this 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. <span style="font-size: 0.8em;">-   <b>—</b>   -</span>	B. <span style="font-size: 0.8em;">—   -</span>	C. <span style="font-size: 0.8em;">—   -   -</span>
disciples	Christian	Saturday
a lot of	temples	Buddhism
religions	Jewish	negative
how many	choirs	funeral

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**4B. Pronunciation - Hum and clap the stress.**

Begin by humming the stress of a column of words. Hum higher, longer, and louder for big dashes and lower, shorter, and quieter for small dashes.

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

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

**Jesus Feeds 5,000 and Walks on Water** [Matthew 14:13-33](#)



Jesus and his disciples went to a quiet place across the lake to rest for awhile. They all got into a boat and went to the other side of the lake.

Many people saw Jesus and his disciples on the boat. These people ran along the shore of the lake to get to the other side ahead of them.

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### 5A. Bible Reading

Students should have already read this story in their first language (L1) as part of their homework, so it will be familiar even if they do not know all the vocabulary yet. However, if they have not yet read it in their L1, be sure they do so now before reading it in English. The hyperlinks of the Bible verses connect to <https://live.bible.is/> so students can read and hear the scripture in their own languages.

- A. Read the story out loud to the class.
- B. If students ask about words, give simple definitions.
- C. Encourage students to read aloud paragraphs from the story. Encourage students to act out the story.
- D. Ask if there are any questions or comments about the story.
- E. Ask the story questions and discuss as a group.

F. Optional - You may hide the words and ask students to tell the story again in their own words, using the pictures to help them.

When Jesus and his disciples arrived, these people were there, waiting for them. There were over 5,000 men along the shore. Jesus felt sorry for the people.



Jesus thought of the people as sheep without a shepherd. He taught them and healed the people who were sick.

Then the disciples told Jesus, "It is late and there are no towns nearby. Send the people away so they can go get something to eat."

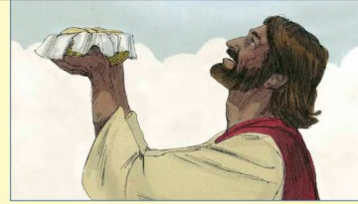
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**5B. Bible Reading**

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



Jesus said to the disciples, "The people don't need to go away. You give them some food to eat!"



They responded, "How can we do that? We only have five loaves of bread and two small fish."

Jesus told his disciples to tell the crowd to sit down on the grass in groups of 50 people each. Then Jesus took the five loaves of bread and the two fish, looked up to heaven, and thanked God for the food.

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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. Encourage students to read aloud paragraphs from the story. Encourage students to act out the story.



Jesus broke the bread and the fish into pieces. He gave the pieces to his disciples to give to the people. The disciples passed out the food and never ran out! All the people ate until they were full. After that, the disciples collected the food that was left over. It was enough to fill twelve baskets!




There were 5,000 men there who ate as well as some women and children.


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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. Encourage students to read aloud paragraphs from the story. Encourage students to act out the story.

 Jesus told his disciples to sail to the other side of the lake while he stayed behind. He told the crowd to go back to their homes. After Jesus said goodbye to the people, he went up into the hills to pray. He was there all alone, and he prayed until late at night.



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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. Encourage students to read aloud paragraphs from the story. Encourage students to act out the story.



During this time, the disciples were rowing their boat, but the wind was blowing hard against them and the boat was having trouble because of the waves. By the time it was late in the night, they had only reached the middle of the lake. At the time, Jesus finished praying and started to return to his disciples.



He walked on top of the water toward their boat. When the disciples saw him, they were afraid because they thought he was a ghost.

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### 5F. Bible Reading

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



Jesus knew that they were afraid, so he called out to them and said, "Do not be afraid. It is me!"



Then Peter said to Jesus, "Master, if that is really you, tell me to come to you on the water."

Jesus told Peter, "Come!" Peter got out of the boat and started walking on the water toward Jesus. But after walking a short distance, he turned his eyes away from Jesus and began to look at the waves and to feel the strong wind.

### 5G. Bible Reading

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



Then Peter became afraid and began to sink in the water. He cried out, "Master, save me!"



Jesus reached out and grabbed him. He said to Peter, "You have so little faith! Why did you not trust me to keep you safe?"

When Peter and Jesus got into the boat, the wind immediately stopped blowing. The water became calm. The disciples were amazed and bowed down to Jesus. They worshipped him and said to him, "Truly, you are the Son of 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. Encourage students to read aloud paragraphs from the story. Encourage students to act out the story.



### Answer the questions.

1. How did Jesus feel when he saw the crowd of people?
2. What did Jesus do for the people?
3. Why do you think Jesus prayed on the mountain?
4. What difficulty did the disciples have on the lake?
5. Why did Peter begin to sink in the water?
6. How did the disciples respond when Jesus entered the boat?
7. What do you do when you feel afraid?

## 5I. Bible Reading Questions

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

### Answers:

1. Jesus felt great compassion towards the people.
2. He taught them and healed the people among them who were sick.
3. Answers will vary.
4. The wind was blowing hard and there were strong waves so the disciples were having difficulty crossing the lake in the boat.
5. Peter began to sink when he took his eyes away from Jesus and looked at the waves instead.
6. The disciples were amazed. They all bowed down and worshipped Jesus as the Son of God.
7. Answers will vary.



### Listen and answer the questions.

1. Why were some people not able to come to the meeting?
2. Why were there boxes and tables at the back of the church?
3. Who prepared the special program for the night?
4. What was the program about?
5. Why did the children light the candles?
6. What gift did the children have for the people who came to the meeting?

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#### **6A. Activities – Dictation of sound/spelling words** /z/ spelled s and /E/ spelled y

Read the script at least two times as students listen and answer the questions. Students should NOT read the script.




Welcome, everyone! I am happy to see you all. We welcome all the new families. I am sorry for the people who could not be here tonight because of the icy and snowy roads. There are boxes and tables at the back of the church for collecting cans of food, honey, and other items to give to our local community during this time of bad weather. We are gathered here tonight for a special program prepared by the children of our church. The kids have worked hard on their play which talks about God's love for all the children of the world. The choir will sing praise songs, the children will present their Bible story, and then they will light candles to show the light that Jesus brings into the world. After the service, the children have a gift to give you for coming. These pretty pens come in different colors and remind us that God is Love to all.

#### **Answers**

1. The roads were icy and snowy. 2. They were collecting cans of

food for the local community. 3. The kids of the church prepared the special program. 4. The program was about God's love for all the children of the world. 5. They wanted to show the light that Jesus brings into the world. 6. They had pretty pens of different colors to give away.

**Partner A.** Complete the chart with your partner:  
**A. Does Patty have any candles? B. Yes, she has 3.**

	Patty 	Terry 	Henry 
candle		a few	
gasoline	0		a lot
thermometer			a few
helmet	a few	1	
rice	2 cups	4 bags	
bread			2 loaves
money	0		100 dollars




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**6B. Activities – Pair work**

Student A looks at this slide and student B looks at the next slide. Each slide has different information. Students may not look at each others' slides.

Students ask each other questions using the names and nouns on the slides. See the sample at the top of each slide. Students take turns asking and answering the questions to complete their charts. They must use correct grammar.

**Partner B.** Complete the chart with your partner:  
 B. Does Patty have any money? A. No, she doesn't have any.


	Patty 	Terry 	Henry 
candle	3		some
gasoline		20 gallons	
thermometer	1	0	
helmet			0
rice			0
bread	a lot	0	
money		a lot	


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**6C. Activities – Pair work**

Student B looks at this slide and student A looks at the previous slide. Each slide has different information. Students may not look at each others' slides.


Students ask each other questions using the names and nouns on the slides. See the sample at the top of each slide. Students take turns asking and answering the questions to complete their charts. They must use correct grammar.


 **Game – How Much/How Many?**



How much sand is on our beach?


There's a lot of sand on the beach.





How many crosses are on the wall?

There are 3 crosses.



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### 7. Game – How Much/How Many?

Players take turns giving opinions asking **how much** for uncountable nouns or **how many** for countable nouns. Players get 1 point for each correct question and 1 point for each correct answer.

You may give them a list of nouns or to make it more challenging, they can brainstorm their own list of nouns before they start to play.

Nouns may include:

**Noncount:** air, ice, water, fire, wood, blood, hair, gold, silver, milk, rice, coffee, bread, sugar, meat, water, salt, sand, work, equipment, homework, money, advice, clothing, luggage, jewelry, traffic

**Count:** people, scissors, game, boat, wave, basket, Christian, Jew, Muslim, Buddhist, cross, temple, jeans, man, woman, child, table, chair, piano, lamp, picture, helmet, seatbelt, alarm, bike, pencil

The object of the game is to ask and answer as many questions as possible in five minutes.

**1A. Homework – Write sentences with the vocabulary and *much, many, few, or little***

Vocabulary		Sentences
1	priest	How <b>many</b> priests spoke? We heard a <b>few</b> .
2	choir	
3	candle	
4	temple	
5	cross	
6	funeral	

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**Homework 1A. - Write sentences using the vocabulary words and *much, many, few, or little*.**

**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.

Students will write sentences 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 *much, many, few, or little*.



**1B. Homework – Write sentences with the vocabulary and some or any**

Vocabulary		Sentences
1	Hindu	Do you have <b>any</b> Hindu neighbors? Yes, I do.
2	Jewish	
3	Christian	
4	Muslim	
5	Buddhist	
6	baptize	

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**Homework 1B. - Write sentences using the vocabulary words and some or any.**


**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.

Students will write sentences 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 **some** or **any**.

 2. Fill in the blanks about the Bible story.

5 loaves   many   much   any   5,000   50   12 baskets

- A. Were there \_\_\_\_ towns nearby the place where Jesus taught and healed the people? No, there weren't \_\_\_\_\_
- B. How \_\_\_\_ bread did the disciples have? \_\_\_\_\_
- C. How \_\_\_\_ men ate that day? \_\_\_\_\_
- D. How \_\_\_\_ people were in each group on the grass? \_\_\_\_\_
- E. How \_\_\_\_ food was left over after everyone ate? \_\_\_\_\_

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**Homework 2. – Grammar and Vocabulary Review**

Fill in the blanks to complete the sentences. Some answers will be used more than once.

- A. any, any
- B. much, 5 loaves
- C. many, 5,000
- D. many, 50
- E. much, 12 baskets



### **3. With a partner, discuss faith traditions.**

1. Would you rather go to a wedding or a baptism? Why?
2. What do people wear at funerals in your culture?
3. When do you light candles?
4. Do you like to listen to a choir or other music?
5. Do you celebrate any religious holidays?

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### **Homework 3. – Conversations - Pair work**

Students interview a partner and write their partner's answers.

**Questions and answers will vary**



**4. Read the verses. Then write the bold words in the correct pronunciation column.**

**Jesus** came to **his** followers in the boat. He was walking on the water. When they saw him, it was **scary**. "It's a ghost!" they screamed. But Jesus **quickly** spoke to them. He said, "Don't **worry**! It's me! Don't be afraid." Peter said, "Lord, if that is **really** you, tell me to come to you on the water." Jesus said, "Come, Peter." Then Peter walked on the water to Jesus. But while Peter **was** walking on the water, he saw the wind and the **waves**. He was **very** afraid and began to sink into the water. He shouted, "Lord, save me!" Jesus caught Peter with his hand. He said, "Your faith **is** small. Why did you doubt?" *from MT 14:25-31*

/z/	/E/
Jesus	

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

This homework practices the /z/ and long /E/ sounds.

**Answers**

/z/ - his, was, waves, is

/E/ - scary, quickly, worry, really, very



## 5. Bible Reading Application

**Write a paragraph about one of these topics:**

1. What did you learn about how Jesus prayed in this story?
2. Tell about a time when you were afraid. What happened?
3. Why do people doubt God?
4. How can you keep your eyes fixed on Jesus?
5. How does God help you when you feel afraid?

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### Homework 5. – Bible Reading Application

**Model.** Write something about your own experiences.

Answers will vary, but should be grammatically correct.

 **6A. Choose 1 verse to memorize.**

**A**

As Jesus stepped out of the boat, he saw a large crowd waiting. He felt sorry for them, because they were like sheep without a shepherd to care for them. So he taught the people many things.

[Mark 6:34 ERV](#)

**B**

Without faith no one can please God. Whoever comes to God must believe that he is real and that he rewards those who sincerely come to him.

[Hebrews 11:6 ERV](#)

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**Homework 6A. – Memorize a Verse**

Learners get to choose A, B, or C (on the next slide) to memorize. Please notice that the memory work is not long. Everyone, regardless of skill level, should be able to do it.


**1. Model.** Recite a verse from memory.

**2. Repeat.** Encourage students to find someone with whom to practice conversing and reading the completed homework assignment.

**3. Solo.** Students will recite the verse from memory at the next class.

**Note:**

You may wish to discuss the meanings of these verses with your students.

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

**C**

The worship that God wants is this: caring for orphans or widows who need help and keeping yourself free from the world's evil influence. This is the kind of worship that God accepts as pure and good.

[James 1:27 ERV](#)

- Read the next lesson's Bible verses: [Luke 8:26-48](#) in your language.

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

Learners get to choose A, B, (from the previous slide) or C to memorize.

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

**7A. Read and answer the questions.**



**Boating Safety**

Boating is a popular way to enjoy the sea or a lake, but it can be dangerous if you are not careful. One of the biggest risks for boaters is a storm. Sudden changes in the weather can turn a calm day into a dangerous one. It is important to know what to do if a storm comes.

Before going out on a boat, always check the weather forecast. If there are warnings about bad weather, it is best to wait. Even if the weather looks fine, it can change quickly. Always wear a life jacket on a boat. Life jackets help you stay safe if you fall into the water.



**Homework 7A. – Everyday Reading and Writing**

The learners will read the article and then answer the questions.

## 7B. Boating Safety (continued)


If you are out on the water and see dark clouds or strong winds, it is a good idea to go back to shore. A storm can bring high waves, strong winds, and rain. This makes it hard to control the boat. You should keep an emergency kit on board with items like a flashlight, a whistle, food, and water. A radio or phone is helpful, too, so you can contact someone for help.

During a storm, try to stay calm. Keep your balance, sit down, and hold on. Point the boat's front into the waves at a small angle. This helps the boat stay steady and reduces the chance of it tipping over. After the storm, inspect your boat to make sure it is not damaged.

By being prepared and knowing what to do, you can stay safe on the water. Enjoy boating, but always put safety first!

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

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

 **7C. Answer the questions about the article.**

1. Why is it important to check the weather before boating?
2. What should you wear at all times while on a boat?
3. List three items that should be in your emergency kit.
4. Do you enjoy boating?
5. Have you ever been in bad weather while on a boat or on land? What did you do?

**Homework 7C. – Everyday Reading and Writing**

The learners will read the article and answer the questions.

**Answers:**

1. To see if it is safe to go out in the boat.
2. Always wear a life jacket.
3. Flashlight, whistle, food, water, phone, radio.
4. Answers will vary for 4 and 5.





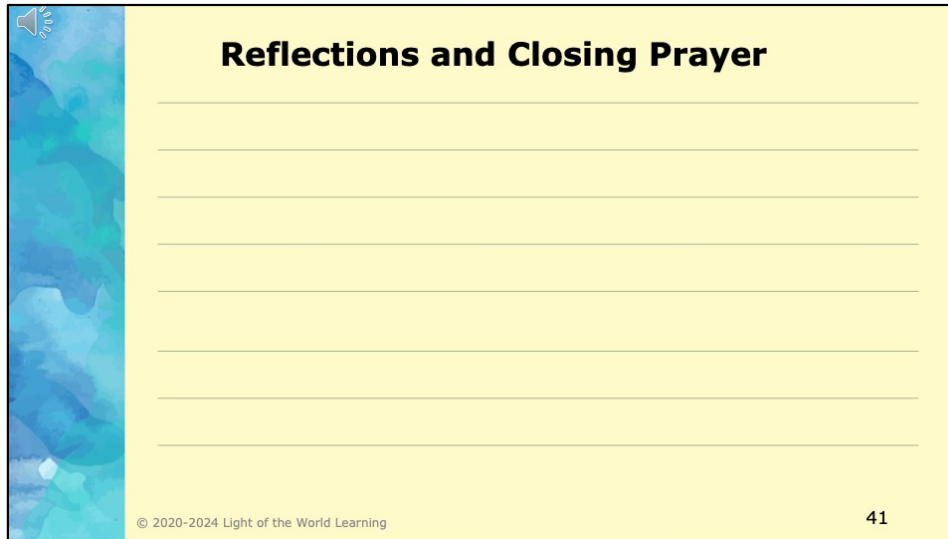
## 9. Now I Can...

- I can talk about religion and faith.
- I can use new words including: \_\_\_\_\_  
\_\_\_\_\_ and \_\_\_\_\_
- I can use count and non-count nouns and the words  
some, any, much, many, a few, a little
- I can understand that Jesus wants us to trust him.

### Homework 9. – I can statements

The student must be able to achieve all 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!



**Reflections and Closing Prayer**

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### Reflections and Closing Prayer

You may want to thank the Lord for what we have learned, ask for special prayer requests, then pray for your students and bless them. Students may write reflections and their prayers here.

## 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.

For more information, visit [LightOfTheWorldLearning.org](https://LightOfTheWorldLearning.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 15-22 adapted from the original work by unfoldingWord available from <https://openbiblestories.org>

Bible Verses on slides 34-35 Taken from the HOLY BIBLE: EASY-TO-READ VERSION ©2014 by Bible League International. Used by permission.