

Teacher's Notes:

Bible Reading: [Romans 5:6-11](#), [John 3:16-17](#)

Theme: Animals and Plants

Pronunciation: /fl/ and /pl/

Grammar:

This/that/these/those

Animals/birds live in ...

Preparation:

Pray

Read – [Romans 5:6-11](#), [John 3:16-17](#)

Preview slides

Optional: some charts with animals, birds,
and plants



Pray, Review, and Preview

Bible Reading: Jesus Dies on the Cross (2)

Theme: Animals and Plants

Pronunciation: /fl/ and /pl/

Grammar:

This/that/these/those

Animals/birds + live + in ... e.g. fish live in the sea.

Pray

Pray for the class. You may want to thank the Lord for the beautiful natural plants and animals/birds that were created by the Lord, and also for eternal life!

Check Homework and Review

Ask some volunteer students to read aloud or recite their homework from the last class. Check written work. Be sure they have read [Romans 5:6-11](#) and [John 3:16-17](#) in their native languages in preparation for the lesson.

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



What do you see?



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1A. Discuss Theme Picture

- Ask “What do you see in this picture?” and “What else?”
- Repeat and write their words or show the words on the next slide.

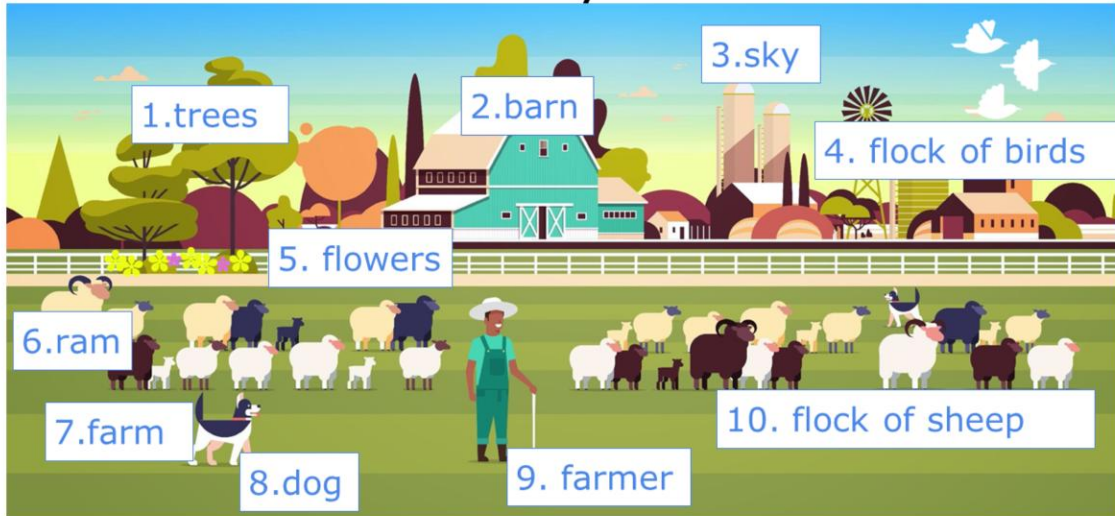
Answers may include: farm, trees, animals, dog, farmer, sheep, house, hat, ram.

More advanced students can be encouraged to make complete sentences:

This is a farm. That is a tree. Those are houses. These are sheep.



What do you see?



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1B. Show Words for Theme Picture





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

These words can be studied for homework.

Practice of vocabulary begins with the following slide.



Listen and repeat.

1	2	3	4
			
a bird	a sheep	an insect	a flower
birds	sheep	insects	flowers

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2A. Vocabulary

1. **Say the new words in a simple sentence:** "This is a bird," several times, while pointing at the picture. Students just watch and listen. Be sure to use a natural speaking voice, rhythm and intonation.

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

3. **Say the word in the same sentence again.** Have students repeat after you each time, "This is a bird."





4. **Check students' comprehension by asking direct questions.** For example, *What is this? What is that?* Which is a picture of an insect?

Note: Draw students' attention to the removal of the article 'a' and

addition of 's' at the end of the word to form the plural. Let students know that some words are the same in both singular and plural forms. Example: 'sheep' is 'sheep' both as singular and plural; 'deer' is 'deer' as both singular and plural.



Listen and repeat.

5	6	7	8
			
a tree	a leaf	a cow	a flock
trees	leaves	cows	flocks

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2B. Vocabulary

Note on #6: Explain to students that some words that end with the letter 'f' form their plural by dropping the 'f' and adding 'ves.'
Example: leaf—leaves; loaf—loaves.

Note on #8: Flock is a group of birds or sheep. Other animal groups have different group names: a herd of cows, a swarm of insects, a school of fish.

1. **Say the new words in a simple sentence:** "This is a tree," several times, while pointing at the picture. Learners 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 point at the object. For example, say: *a tree, a tree, a tree.* Thereafter, have your learners repeat the word after you several times.

3. **Say the word in the same sentence again.** Have learners repeat after you each time, *"This is a tree."*

4. **Check learners' comprehension by asking direct questions.** For example, *What is this? Is this a cow? Is there one leaf or many leaves?*



Listen and repeat.

9	10	11	12
			
a branch	a deer	a fish	a fly
branches	deer	fish/fishes	flies

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2C. Vocabulary

1. **Say the new words in a simple sentence:** "This is a branch," several times, while pointing at the picture. Learners 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 point at the object. For example, say: *a branch, a branch, a branch*. Thereafter, have your learners repeat the word after you several times.

3. **Say the word in the same sentence over and again.** Have students repeat after you each time, "This is a branch."

4. **Check students' comprehension by asking direct questions.** For example, *What is this? What is that? Which one is a fly?*

Note: Explain to students that some words form their plural by

adding 'es' to the singular form. Example: branch—branches; fish—fishes

Explain also that some words that end with the letter 'y' form their plural by changing the 'y' to 'i' and adding 'es.' Example: fly—flies; sky—skies.



Listen and repeat.

		Question	Answers
Singular	near	What is this ?	This is a pen.
	far	What is that on the tree?	It is a bird. That is a bird.
Plural	near	What are these ?	These are pens.
	far	Who are those children on the field?	Those are the children from the school.

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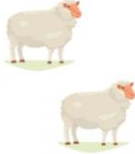


2D. Grammar

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

Note: *This* and *these* are used for things relatively near the speaker. *That* and *those* are used for things farther from the speaker.



Describe pictures with
this/that/these/those.

Near	1 	2 	3 	4 	5 
Far	6 	7 	8 	9 	10 

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2E. Grammar and Vocabulary Practice

Ask the students to describe the pictures. 1-5 are near, 6-10 are far.

Answers:

1. This is a cow.
2. These are leaves.
3. These are insects.
4. This is a branch.
5. This is a flower.
6. Those are trees.
7. Those are fish.
8. Those are sheep.
9. That is a deer.
10. That is a flock of birds. or, Those are birds.

Listen and repeat.



A: What is that?

B: That's a **deer**. **Deer** live in the **forest**.

A: What are those?

B: Those are **oak trees**. They have beautiful **leaves** and **branches**.

A: What is this?

B: This is a **cow**.

A: Does it live in the **forest**, too?

B: No, this cow lives **on my farm!**



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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 words in blue).



Listen and repeat.

1. /fl/	2. /pl/	3. Challenge
flower	plant	
flock	plan	
floor	plastic	
fly	please	
flood	play	

- A. A fly flies to a flock of sheep.
B. Please plan to plant the plants.

4A. Pronunciation: Sound and Spelling

Point out that the letters FL usually spell the /fl/ sound, and the letters PL usually spell the /pl/ sound.

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

(For example, point to the fl and say /fl/ /fl/ fl/ and point to pl and say /pl/ /pl/ /pl/.) Then say the sound and quickly read the entire list. 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.

3. Solo: Call on individuals to say a sound and its word group. Give lots of praise.

4. Challenge: Choose another sound from the lesson that is

challenging for your particular students to pronounce. Use words from Parts 1 and 2 of the lesson, and from previous lessons to make a group of 3-5 words. You may repeat the same challenging sounds in several lessons. Students need a lot of practice on sounds that do not exist in their first language.



Listen and repeat.

A. —	B. — -	C. - - —
fish	flower	flock of sheep
bird	insect	flock of birds
sheep	branches	school of fish
fly	forest	What is that?

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4B. Hum and clap the stress.

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

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

1. Model: Hum and then say each word in the group several times. Students listen.

2. Repeat: Students repeat words after you in unison.

3. Solo: Call on individuals to read the entire group of words.

Jesus Dies on the Cross(2)

[Romans 5:6-11](#), [John 3:16-17](#)

In the beginning, Adam and Eve sinned. From that time, all people have been born in sin.

Every person disobeys God. Every person sins and should be punished. We are weak and need help.



5A. Read Story

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.

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



God knew that people could not be holy and good without his help.

Because God loves us, he sent his only Son to save us. Jesus Christ came at the right time. He came to help us. He came to die for us. He came to die for our sins.



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5B. Read Story

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



God showed us how much he loves us! The death of Jesus makes us right with God. We must believe Jesus died to take away our sins. Then we will be forgiven.



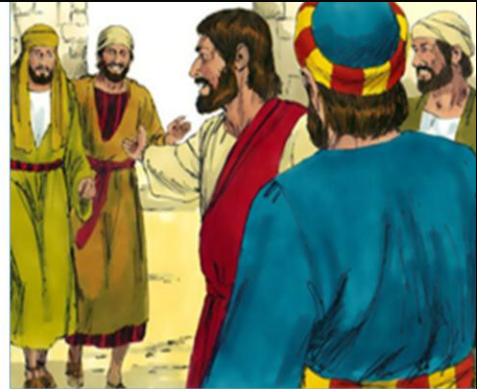
We will be saved from the punishment we deserve. We will be saved from hell through Jesus' death on the cross. Jesus paid the price to save us.

5C. Read Story

- A. Read the story out loud to the class.
- B. Write words that students ask about on the board and give simple definitions.
- C. Ask for volunteers to read aloud paragraphs from the story.



Our sins make us enemies of God. But God makes us his friends through the death of Jesus. Now we can be very happy. We are friends with God and not enemies anymore.



We thank God that we are his friends.

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5D. Read Story

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



We must believe that Jesus is the Son of God. We must believe that he died for us. Then we will not die in our sins. We will die at peace with God. We can have life with God now.



5E. Read Story

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



We can serve God with our lives.
And through faith in Jesus we will
be with God in heaven someday.
We will have eternal life.

This means we will live with God
forever.

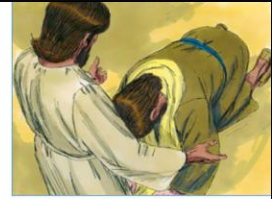


5F. Read Story

- A. Read the story out loud to the class.
- B. Write words that students ask about and 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.



Answer the questions



1. What did Jesus do for us by his death?
2. What should we believe about Jesus?
3. How do our sins make us enemies with God?
4. How can we share about Jesus with a friend?

5G. Story Questions

Ask the questions and discuss as a group. For questions 1 and 2, you may go back to the story to help students find the answer.

Answers:

1. Paid for our sins.
 2. Jesus is the Son of God sent by God the Father to save us.
- Answers 3 and 4 may vary.



Listen and write one word per line.

1.
2.
3.
4.
5.
6.
7.

flock	plant
lake	dove
flower	please
leaf	play
fly	morning
sheep	branch
meadow	fish

6A. Activities: Dictation of sound/spelling words /fl/ and /pl/

Read the words with a sample sentence and have students write just one word for each line. Check spelling.

For more advanced students, you can hide the sample word bank.

1. Flower, flower (The flower is beautiful.), flower
2. Please, please (Please sit on that chair.), please
3. Flock, flock (The flock of birds flew over our house.), flock
4. Play, play (Children like to play.), play
5. Fly, fly (The eagle can fly very high in the sky.), fly
6. Plan, plan (God has a plan for you.), plan
7. Flow, flow (Most rivers flow into the sea.), flow

Write questions and ask your partner.

Questions	Answers
1. Are those cows in the meadow?	Yes, those are cows in the meadow.
2. Is that _____	
3. Are these _____	
4. Is this _____	
5. What are _____	
6. What is _____	

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6B. Activities: Pair work

Ask students to complete writing the questions with their own words. Be sure they put a question mark at the end. Number 1 is an example.

Their questions will vary, but may include:

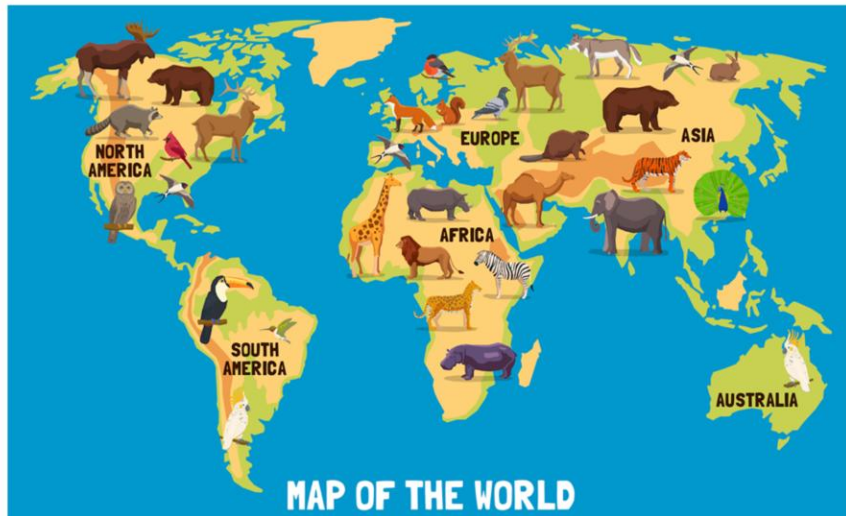
2. Is that a fly?
3. Are these insects?
4. Is this a deer?
5. What are those?
6. What is this?

Then ask students to interview a partner and write their partner's answers. Then they will switch roles and answer their partner's questions.

Check answers for correct grammar and punctuation.



What animals live in ____?



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6C. Activities – Pair Work

Students work in pairs to discuss and write as many sentences about animals as they can for each continent.

Model by asking “What animals live in Australia?” Let students answer, and write the sentence, “Birds live in Australia.”

Answers vary but may include:

Cockatoos, kangaroos, and koalas live in Australia.

Deer, birds, bears, birds, and racoons live in North America.

Birds live in South America.

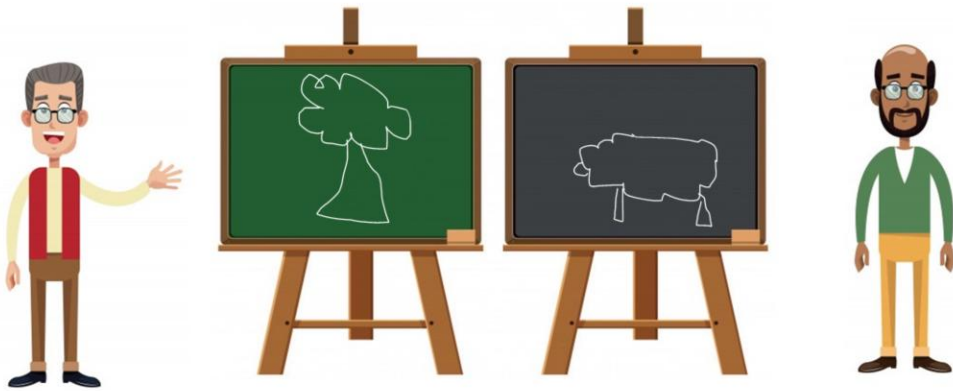
Giraffes, rhinoceroses, lions, leopards, hippopotamuses, and zebras live in Africa.

Elephants, tigers, camels, and peacocks live in Asia.

Foxes, squirrels, birds, squirrels, and wolves live in Europe.



Game – Guess the picture!



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7. Game: 5 minutes

Use paper, a board, or a virtual whiteboard to draw.

Students take turns making simple line drawings of vocabulary words from this lesson and previous lessons. You may give them a list of vocabulary words or flashcards to prompt them. Then other students will guess which words they are. The student that guesses the most words in 5 minutes wins.



Homework 1 & 2

1. Read the next lesson's Bible verses: [Matthew 28:1-8](#), [John 20:1-29](#).
2. Write sentences using **this**, **these**, **that** and **those** about things that are near and far.
 - A. Those books are far from me.
 - B.
 - C.
 - D.
 - E.
 - F.

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Homework 1 and 2: Reading the next Bible Lesson in L1 and writing about self with new vocabulary.













Learners should 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 ScriptureEarth.org or other Bible translation resources.

Model. Go over each of the 8 homework assignments to be sure the learner understands what to do.

Repeat. Encourage learners to find someone with whom to practice conversing and reading the completed homework assignment. They may use a bilingual dictionary.

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

3. Write the names of the following pictures.

1		2		3		4		5		6	
	a bird										
	birds										
7		8		9		10		11		12	
										25	

Homework 3: Write the vocabulary words with the pictures.

This homework practices writing the names of plants, animals, and birds in singular and plural forms. Number one is an example.

1. a bird, birds
2. a sheep, sheep
3. an insect, insects
4. a flower, flowers
5. a tree, trees
6. a leaf, leaves
7. a cow, cows
8. a flock, flocks
9. a branch, branches
10. a deer, deer
11. fish, fish/fishes
12. fly, flies



4. Mark the /fl/ and /pl/ sounds. Then write and say the sentences.

A. This leaf came off that <u>pl</u> ant.	
B. Please plant the <u>fl</u> owers.	
C. The cows and sheep are in the meadow.	
D. The flock of birds lives in the forest.	
E. Water flows in the river.	
F. The flies and insects crawled over the food.	

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

This homework practices writing, spelling, and pronouncing the /fl/ and /pl/ sounds.

Answers:

- A. This leaf came off that plant.
- B. Please plant the flowers.
- C. The cows and sheep are in the meadow.
- D. The flock of birds lives in the forest.
- E. Water flows in the river.
- F. The flies and insects crawled over the food.

5. Homework – Fill in the blanks

these

those

help

sinned

died

leaves

fish

life

time

loves

1. Then we will be forgiven because Jesus ____ for us.
2. God showed us how much he ____ us!
3. Jesus Christ came at the right ____.
4. In the beginning, Adam and Eve ____.
5. We are weak and need ____.
6. We will have eternal ____.

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Homework 5: Bible Story Review

Students may look back at the story to fill in the blanks.

Answers:

1. Then we will be forgiven because Jesus died for us.
2. God showed us how much he loves us!
3. Jesus Christ came at the right time.
4. In the beginning, Adam and Eve sinned.
5. We are weak and need help.
6. We will have eternal life.



6. Choose a verse to memorize.

A

So God created the large sea animals. He created all the many living things in the sea and every kind of bird that flies in the air. And God saw that this was good.

Genesis 1:21 ERV

B

Jesus was handed over to die for our sins, and he was raised from death to make us right with God.

Romans 4:25 ERV

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Homework 6: 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.

6. Choose a verse to memorize.

C

Yes, God loved the world so much that he gave his only Son, so that everyone who believes in him would not be lost but have eternal life.

John 3:16 ERV



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Homework 6: Memorize a Verse

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



7. Homework

these

those

tree

Fish

Deer

This

That

flock

leaves

fly

- A. ___ is my neighbor.
- B. ___ live in that river.
- C. What are ___ insects in my hand?
- D. Who are ___ people across the street?
- E. Is that a ___ of sheep or a herd of cows?
- F. This tree has green ___.



Homework 7: Grammar Review

Use the words provided to fill in the blanks.

Answers:

- A. This (or that)
- B. Fish
- C. these
- D. those
- E. flock
- F. leaves

8. Homework

- In which continent do these animals live?
- Do they live on a farm or in the forest?
- Name 2 animals in the pictures.
- What else can you see in Africa?



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Homework 8: Everyday Reading and Writing

The learners will read and answer the questions.

Answers:

- Africa.
- Forest.
- Answers will vary: elephants, giraffes, lion, rhinoceros, zebra, hyena.
- Answers will vary.



9. Homework: Write your answers

Write sentences about plants and animals in your area with:
those, these, that, this.

- A. *Those are deer in the forest.*
- B.
- C.
- D.
- E.
- F.

Homework 9: Writing about theme or Bible Story

Students will write sentences about animals, birds, rivers, landscape, etc., using *those, these, that, and this.*



10. Homework - Now I Can...

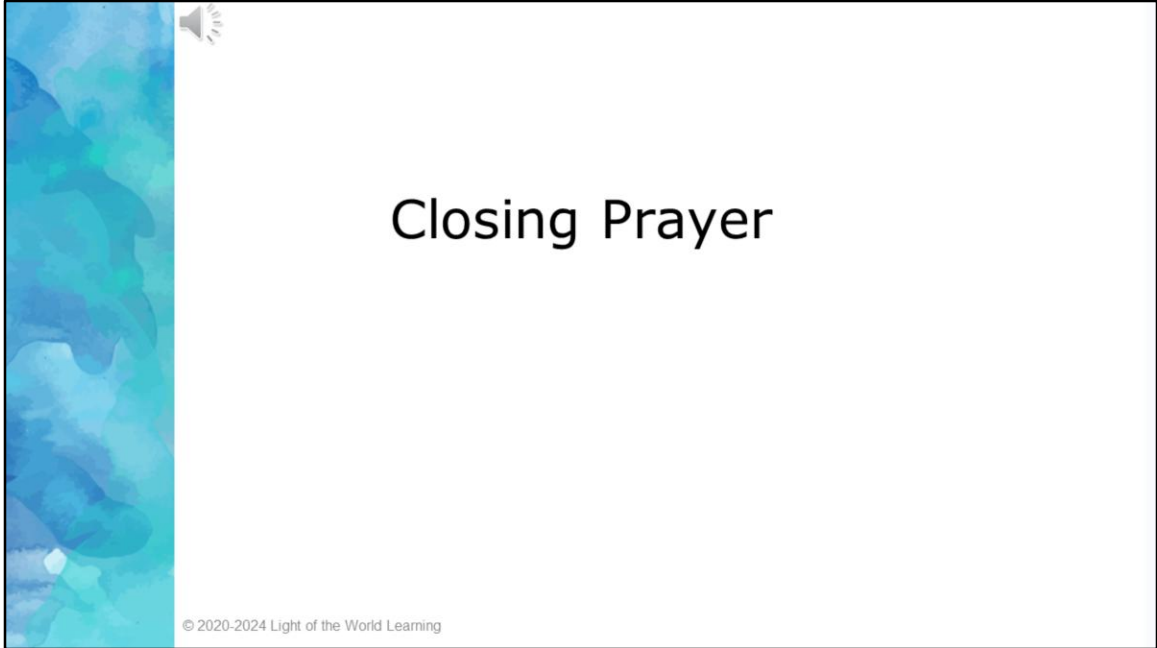
- I can describe plants and animals.
- I can understand, say, read, and write the 12 vocabulary words.
- I can use **this**, **that**, **these** and **those**.
- I understand that Jesus died to save me.

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Homework 10 – 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!



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.

For more information, visit LightOfTheWorldLearning.org



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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
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