

# SIMPLE *stories*

*32 simple stories*

that tell the story of the Bible from the  
beginning to the new beginning.

A Supplemental Guide  
for Teachers of English

BY Bethany M. Stephens

## INTRODUCTION

These are sample lesson plans to be used for teaching biblical stories to new English learners. The lessons are based on the book **Simple Stories**. They are created to guide you through an hour to two-hour class. Each section will walk you through a step by step lesson on how to help new English learners learn the biblical stories.

These lesson plans include such things as warm-up exercises, listening practice, learning vocabulary, answering true or false questions, group discussion, memorization, and MORE!

You may use the lessons as they are. Or the lessons can provide you with tools and ideas on how to craft your own lesson plans to teach an English class based on a topic or text. The lesson plans are designed to aid the English learners to understand and accomplish the objectives listed in each lesson.

Check out the *Helpful Tips* page for more resources and ideas.

We hope that you will find these resources helpful as you encourage others to learn English and to understand the Bible.

Bethany M. Stephens

Cert. TESL, University of Winnipeg

# Helpful Tips

Learning English is important. Knowing God and having Biblical knowledge is very important. And these two goals are more likely to be accomplished in the context of relationships. Teaching an English class can build those relationships.

Many newcomers or new English learners need support and community. Take time to find out their needs. That is one of the best ways to get to know them and know how best to help them.

Before beginning the lesson on the biblical story, start with a time of coffee and conversation. Discuss social events, festivals, or activities in your local area. Talk about the holidays coming up. Discuss what they mean and how they are typically celebrated. Prepare information that will be helpful for newcomers to know. For example; the education systems, health care options, banking, public transit, or housing information. These topics can be very helpful for newcomers. Conversations on these topics can help them learn more about the culture and how to be better equipped to manage in their new surroundings.

Depending on the English level of the students, you could eliminate or add other components to the lesson plans. For example: find the story in the Bible to give the student more context. Add different discussion questions that are more thought-provoking. Ask the students to memorize all of the stories and recite them at the end of the term. Spend extra time on vocabulary word meanings. Read the text slowly in small groups with volunteers.

Remember to do your best to assess the student's level and aim to teach to the majority.

We encourage you to have volunteers in the classroom to help lower-level students. That will also help as you build relationships with all of the students.

## **Creation**

### Teacher's Notes

#### **Overview**

This lesson plan is to accompany the story *Creation*, found on page 7 in Simple Stories. This plan focuses mainly on listening comprehension as well as reading and writing abilities. It is geared to engage the students in conversation around the Biblical story.

**Skills:** Reading, Writing, Listening, and Speaking

**Level:** Low Intermediate

**Time:** 1.5 hours

#### **Total Pages:** 14

- Lesson Plan pg. 2-3
- Color Cards pg. 4
- Favorite Cards pg. 5
- Creation Story pg. 6
- True or False Statements pg. 7
- Days of Creation pg. 8
- Reflection pg. 9
- Bingo Cards pg. 10-13

#### **Objectives:**

- Students will hear and learn a story from the Bible.
- Students will develop their listening, reading and writing abilities.
- Students will be able to express their thoughts and opinions through conversation about the story.

#### **Materials:**

-Dictionaries, Pencils, Card stock printing paper for ice breaker cards, days of creation cards and bingo sheets. Paper clips or playing chips for bingo sheets. 2 handouts for each student: creation story and reflection page.

## **Creation**

### Lesson Plan

#### **Warm-up**

##### **A. Ice Breaker** (Color Cards and Favorite Cards - pg. 4)

- 1) Teacher will start by passing out one set of color cards to each of the students on one side of the room and the other set of color cards to the other. Once all of the students have a card, they will need to walk around and find the other student who has the same color card.
- 2) Teacher will hand a 'favorites cards' to each pair of students. The students will spend time asking the questions to one another.

*\*Walk around to observe the students conversations and keep them on the topic. Ask a few of the questions to the whole class to hear some of their answers.*

#### **Pre-Listening**

##### **A. Listening Overview:**

- 1) Teacher will tell the students that they will be listening to a story. The teacher will tell the students how many times they can expect to hear the story as well as what they will be asked to do to show their comprehension.

#### **Listening & Comprehension**

*\*Feel free to play the audio version of the story found at [www.hearastory.org](http://www.hearastory.org) instead of reading it each time. Or, if you choose to read the story out loud, make sure to read the story slowly, clearly and with appropriate volume each time.*

##### **A. Listening 1:**(Getting the gist)

- 1) Teacher will read/play the story. After reading the story, the teacher will ask the students the following questions to check understanding and familiarity.

- What is this story about?
- Have you heard this story before?

*\*Allow time for the majority of the students to answer and agree.*

**B. Reading 1:** (Dictionaries and Creation Story - pg. 5)

- 1) Teacher will hand out the story. Students will read the story on their own. While reading, students will underline or highlight any words or phrases that are unfamiliar.
- 2) Once the students have finished reading, they will take time to look up the unfamiliar words in the dictionaries to find their meanings. Teacher will assist the students who need more explanation or clarity for the unfamiliar words.

**C. Listening 2:** (True or False Comprehension - pg. 6)

- 1) Teacher will read/play the story and the students will follow along.
- 2) Teacher will read out the statements one at a time and the students will say if the statement is true or false. Allow time for students to agree.

**D. Comprehension Check:** (Days of Creation cards - pg.7)

- 1) Teacher will copy, cut, and mix up days of creation cards and give a set to each table. Students will need to match the correct day with the correct creation and put them in order. The students may work together and use the story as a reference.

**E. Reading 2:** (Reflection - pg. 8)

- 1) The class will read the story together. The Teacher will ask each student to read 2 to 3 sentences each.
- 2) Teacher will hand out the reflection page to each student. Give the students time to write down their thoughts about the story. Give them a time limit and a 5 minute warning before they need to finish. Once the students are finished, ask them to share some of their thoughts around their tables.

## **Review**

**A. Bingo** (Bingo cards and bingo chips - pg. 12)

- 1) Teacher will hand out a bingo card to each player, making sure to give a different card to the students at the same tables. Place bunches of paper clips on each table. Teacher will call out words from the word list until a student gets 5 in a row and yells out "Bingo!"

*\*Feel free to hand out chocolates or something small to the winners. Play 1 or 2 more rounds before it's time to go.*

Cut and hand out a color to each student.

<b>Red</b>	<b>Red</b>
<b>Green</b>	<b>Green</b>
<b>Blue</b>	<b>Blue</b>
<b>Yellow</b>	<b>Yellow</b>
<b>Purple</b>	<b>Purple</b>
<b>Orange</b>	<b>Orange</b>
<b>Black</b>	<b>Black</b>
<b>Brown</b>	<b>Brown</b>
<b>Pink</b>	<b>Pink</b>
<b>White</b>	<b>White</b>





## Creation Story

In the beginning was God. And God created everything. He spoke. And when he did, he made the whole world and everything in it. God said, "Let there be light." And there was – light.

Then God made the skies, and the land and the water. And He made all the trees and plants that cover the earth. He made the Sun, and the moon and the stars. He filled the seas with fish. He filled the sky with birds. He made all the animals that walk on the earth. And God saw all this and saw that it was good.

Then, God took some of the soil he had made and he formed a man. And he breathed into the man, and he became a living being.

God took this man and put him in a garden that God had made for him. There were all kinds of trees there. And God put two trees in the middle of the garden. The fruit from one tree gave life. The other tree gave the knowledge of good and evil. And God told the man, "You can eat fruit from any tree in this garden. But you must not eat from the tree of the knowledge of good and evil. For if you eat from that tree, you will die."

Now the man was alone. So God said, "It is not good for man to be alone. I will make a companion for him."

Then God put the man to sleep. He took a bone from the man's side. And from it, God made a woman.

And God put them both in the garden he made for them. He blessed them. He told them to have many children and to fill the earth with people. And He told them to rule over the birds and the fish and all of the animals He had made.

The man was named Adam. The woman was named Eve. And they were both naked and felt no shame. Then God looked over all that He had made and saw that it was very good.

So God made everything in six days. And on the seventh day, God rested from his work.

True or False?

Teacher will read out the statements one at a time and the students will say if the statement is true or false.

- |  |                     |
|--|---------------------|
| 1. God created everything.                                 | <b>T</b>            |
| 2. God filled the sky with fish.                           | <b>F</b> - birds    |
| 3. God made everything in 7 days.                          | <b>F</b> - 6 days   |
| 4. Adam and Eve lived in the Garden God had made for them. | <b>T</b>            |
| 5. God formed a man out of sticks.                         | <b>F</b> - Soil     |
| 6. God said that it is good for man to be alone.           | <b>F</b> - not good |
| 7. God created everything by speaking.                     | <b>T</b>            |
| 8. The creation story is the first story in the Bible.     | <b>T</b>            |
| 9. Adam and Eve could eat from any tree in the garden.     | <b>F</b> - not all  |
| 10. On the seventh day, God rested.                        | <b>T</b>            |

Cut, mix, and hand out one set to each table group.

<b>Day One</b>	Light
<b>Day Two</b>	Skies, Land, and Water
<b>Day Three</b>	Plants and Trees
<b>Day Four</b>	Sun, Moon, and Stars
<b>Day Five</b>	Fish in the seas and Birds in the skies
<b>Day Six</b>	Land Animals and Man

## Reflection

Write a reflection about the story. What does this story tell you about God?

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Cards #1

<b>B</b>	<b>I</b>	<b>N</b>	<b>G</b>	<b>O</b>
Light	Fish	Blessed	Earth	Adam
Birds	God	Trees	Sky	Beginning
Woman	Animals	<b>FREE</b>	Garden	Moon
Plants	Creation	Sun	Seas	Land

<b>B</b>	<b>I</b>	<b>N</b>	<b>G</b>	<b>O</b>
Light	Fish	Blessed	Earth	Adam
Birds	God	Trees	Sky	Beginning
Woman	Animals	<b>FREE</b>	Garden	Moon
Plants	Creation	Sun	Seas	Land

Cards #2

<b>B</b>	<b>I</b>	<b>N</b>	<b>G</b>	<b>O</b>
Stars	Animals	Water	Land	Creation
Garden	<b>FREE</b>	Plants	Man	Light
Eve	Seas	Fish	Blessed	Moon
Sun	Woman	God	Sky	Spoke

<b>B</b>	<b>I</b>	<b>N</b>	<b>G</b>	<b>O</b>
Stars	Animals	Water	Land	Creation
Garden	<b>FREE</b>	Plants	Man	Light
Eve	Seas	Fish	Blessed	Moon
Sun	Woman	God	Sky	Spoke

Cards #3

<b>B</b>	<b>I</b>	<b>N</b>	<b>G</b>	<b>O</b>
Earth	Seas	Beginning	Light	Creation
Spoke	Garden	Sun	Man	Animals
God	Water	Adam	Stars	Eve
Land	Fish	Birds	<b>FREE</b>	Trees

<b>B</b>	<b>I</b>	<b>N</b>	<b>G</b>	<b>O</b>
Earth	Seas	Beginning	Light	Creation
Spoke	Garden	Sun	Man	Animals
God	Water	Adam	Stars	Eve
Land	Fish	Birds	<b>FREE</b>	Trees

Words to Call for Bingo. Choose and call out randomly.

Light	Land	Blessed	Plants
Sun	Water	God	Trees
Moon	Earth	Garden	Man
Stars	Fish	Beginning	Woman
Sky	Birds	Spoke	Adam
Seas	Animals	Creation	Eve



## **Rain**

### Teacher's Notes

#### **Overview**

This lesson plan is to accompany the story *Rain*, found on pages 11&12 in Simple Stories. This plan focuses mainly on listening and speaking abilities and is geared to engage the students in conversation around the Biblical story.

**Skills:** Listening and Speaking

**Level:** Beginner - Intermediate

**Time:** 1.5 - 2 hours

**Total Pages:** 12

-Lesson Plan pg. 2-4

-Vocabulary Worksheet pg. 5-6

-Rain Story pg. 7

-Comprehension and Discussion Questions pg. 8-9

-Answer Key pg. 10-12

#### **Objectives:**

- Students will hear and learn a story from the Bible.
- Students will learn new vocabulary.
- Students will develop their listening comprehension and speaking abilities.
- Students will be able to express their thoughts and opinions through conversation about the story.
- Students will be able to re-tell the story as best they can from memory.

#### **Materials:**

-Whiteboard and whiteboard markers, Dictionaries, Pencils, 2 handouts for each student: Vocabulary worksheet and a copy of the Rain Story.

## **Rain**

### Lesson Plan

#### **A. Warm-Up Questions:**

- 1) Teacher will start by asking the students four questions to prepare them for the lesson and encourage an English language atmosphere.
  - a. Do you like the rain?
  - b. Does your home country have a rainy season?
  - c. When was the last time you were in a rainstorm?
  - d. Have you ever seen a rainbow?

*\*Feel free to write the questions on a whiteboard.*

#### **Pre-Listening**

##### **A. Vocabulary Preview:** (Worksheet handout pg. 5-6)

- 1) Teacher will introduce new vocabulary from the story by reading the words from the word bank given on the worksheet.
- 2) Students will complete the vocabulary worksheet. Students may work together or on their own. Once the majority of the students are finished, the teacher will go through the answers with the class and explain the meanings further if needed.

##### **B. Listening Overview:**

- 1) Teacher will tell the students how many times they can expect to hear the story as well as the order in which the comprehension questions will be asked.

For example: "I will be reading the story 4 times. After each time, we will discuss some questions to check understanding. The first time, I will ask you what the story is about. The second time, I will ask you questions about the details in the story. The third time, I will ask you to tell me the story in order, and the fourth time we will discuss your thoughts about the story. Make sure to listen carefully."

*\*Encourage the students to use the extra paper from the worksheet handout to write down details from the story to help them remember.*

## **Listening & Comprehension**

(See pages 8-9 for Questions)

*\*Feel free to play the audio version of the story found at [www.hearastory.org](http://www.hearastory.org) instead of reading it each time. Or, if you choose to read the story out loud, make sure to read the story slowly, clearly and with appropriate volume each time.*

### **A. Listening 1:**(Getting the gist)

- 1) Teacher will read the story. After reading the story, the teacher will ask the students "What is this story about?" This will help to check their listening abilities and to see if they get the overall gist.

*\*Allow time for the majority of the students to answer and agree.*

### **B. Listening 2:** (Identifying details)

- 1) Teacher will read the story a second time.
- 2) Teacher will ask the students to identify specific details from the story.

*\*Encourage all of the students to try and answer the questions.*

### **C. Listening 3:** (Putting the story in order)

- 1) Teacher will read the story a third time.
- 2) Teacher will ask the students to put the story in order. For example: "In what order does the story take place? What happens first? What happens next/after that?" This will help the students to be able to re-tell the story on their own later on.

*\* It may be helpful to write down answers on the board in point form to help the students see the sequence.*

**D. Listening 4:** (Reflection)

- 1) Teacher will read the story a fourth time.
- 2) Teacher will ask the students reflection questions about the story. Give time for all of the students to share their thoughts and opinions. If there are some students who do not voluntarily share, ask them a question specifically to encourage them to speak.

*\*Feel free to ask different questions or follow up questions to help the students articulate their thoughts and feelings.*

*\*Depending on the class size, this could be done as a class or this could be done in small groups of 3-4 students. This may encourage those who are more shy to participate. Hand out a copy of the reflection questions for small group use.*

**Practice**

**A. Re-Tell the Story:** (Student practice in pairs)

- 1) Students will spread out throughout the room and sit with a partner. Students will take turns by re-telling the story to their partner. Encourage them to do their best even if they do not remember every detail. The teacher will walk around and observe to students.
- 2) Ask 1 or 2 students to tell the story in front of the class. The teacher and class can help them if they get stuck.

**Review**

**A. Read the Story Together** (Story Handout)

- 1) The teacher will hand out a copy of the story to each student and they will read it out loud together as a class. Teacher will check any final pronunciation difficulties.
- 2) Encourage the students to practice reading the story out loud at home and try to tell the story from memory.

*\*Next class ask a few students to try and tell the story to the class from memory.*

## Pre-Listening Vocabulary Worksheet

### A. Vocabulary Matching

Match the correct vocabulary word to its definition and write it on the lines below.

<b>Destroy(ed)</b>	<b>Pleased</b>
<b>Flood</b>	<b>Huge</b>
<b>Promise</b>	<b>Gather(ed)</b>
<b>Altar</b>	<b>Worship</b>
<b>Sign</b>	<b>Remember(ed)</b>

1. \_\_\_\_\_ - a statement telling someone that you will definitely do something or that something will definitely happen in the future. To make a vow; to keep your word.
2. \_\_\_\_\_ - an action, object, or event which shows that something else exists, is true, or will happen. A symbol.
3. \_\_\_\_\_ - a large amount of water covering an area of land that is usually dry.
4. \_\_\_\_\_ - to cause something to end or no longer exist.
5. \_\_\_\_\_ - to show and express love, honor and respect to a god.
6. \_\_\_\_\_ - a raised surface used for sacrificing or offering gifts for worship acts and ceremonies.
7. \_\_\_\_\_ - very large in size.
8. \_\_\_\_\_ - to be happy or satisfied.
9. \_\_\_\_\_ - to think of something or someone again. To keep information in your mind and not forget.
10. \_\_\_\_\_ - to bring together; to choose and collect.

**B. Fill in the Blanks**

Write the correct vocabulary word in the blanks to complete the sentences.

1. There was a \_\_\_\_\_ after so much rain.
2. The boat was big enough for two of every kind of animal. It was \_\_\_\_\_!
3. He built an \_\_\_\_\_ to \_\_\_\_\_ God.
4. A long time ago, there was a great flood that \_\_\_\_\_ the earth.
5. They needed to \_\_\_\_\_ enough food for the animals and their family.
6. They needed a \_\_\_\_\_ to help them \_\_\_\_\_ what had happened.
7. Once the rain had stopped, everyone was very \_\_\_\_\_.
8. If he makes a \_\_\_\_\_ he will keep it.

**Optional Note-taking while listening**

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## **Rain story**

Adam and Eve had many children. Their children had children and grandchildren. Soon the earth was filled with people. But just like Adam and Eve, these people did not listen to God.

God saw that the people on the earth were always doing bad things. And God was sad that he had made people on the earth. So God said, "I will take away all the people that I have made from the earth. I will destroy every living thing that breathes."

But there was one man who pleased God. His name was Noah.

So God came to Noah and spoke with him. God told Noah that he was going to destroy the world with a flood. He told him to build a huge boat. He told him how to make it. And he told him to gather two of every kind of animal that God had made. He was to bring them into the boat as well. And God made a promise to Noah. He told him that he would keep Noah and his family safe in the boat.

So Noah did everything that God told him to do. He built the boat. He gathered the animals. He brought food for his family and the animals too.

When he finished his work, God told Noah to get into the boat. So Noah took his wife and his family and all of the animals and got into the boat. When he did, God closed the door behind them.

Then it began to rain. It rained for 40 days and 40 nights. The whole earth was covered with water. The water was as high as the tallest mountains. So God destroyed every person and animal that walked on the earth. Only those in the boat were safe.

Now Noah and his family were on the boat for many months. But God did not forget Noah. Soon, the waters began to go down. And one day, God told Noah to take his family and the animals and to get off the boat. After they left the boat, Noah built an altar to worship God. And God was pleased with Noah.

Then God told Noah and his family to have many children. He told them to fill the earth with people again.

And he made another promise to Noah. God said that he would never again destroy the earth with a flood. So, God put a rainbow in the sky as a sign of his promise. After that, whenever Noah saw a rainbow, he remembered the promise that God had made.

## **Comprehensive Questions**

### **A. Listening 1:** (Getting the gist)

1. What is this story about?

*\*Students answers may vary. Remember, you are not looking for details about the story, just the overall gist.*

### **B. Listening 2:** (Identifying Details)

1. Who are all of the people mentioned in this story?
2. Why did God choose to destroy the earth with a flood?
3. Why was Noah chosen to build the boat? (he pleased God)
4. What does it mean to be pleased with someone
5. Who and what were in the boat?
6. How long did it rain?
7. How long was Noah and his family on the boat?
8. What was the first promise God made to Noah?
9. What was the second promise God made to Noah?
10. What was the sign God made of His promise so that Noah would remember it?

### **C. Listening 3:** (Putting the Story in Order)

1. In what order does the story take place?
    - How does it begin?
    - What happens next?
    - What happens after that?
    - How does it end?
-



## **Discussion Questions**

*\*These questions are to activate conversation and dialogue. There are no right or wrong answers. Allow the students time to really think about what they have heard.*

### **D. Listening 4:** (Reflection)

1. Were you familiar with this story before you heard it?
2. What do you think about this story?
3. Was there anything in the story that was confusing or hard to understand?
4. Based on what you've heard, how might Noah and his family have felt?
5. How would you have felt if you were Noah?
6. What does this story tell you about God?
7. What does this story tell you about People?
8. Based on what you know - has God kept His promise?
9. What did you learn from this story?
10. How does this story apply to you?

## Answer Key

### A. Vocabulary Matching

Match the correct vocabulary word to its definition and write it the on the lines below.

<b>Destroy(ed)</b>	<b>Pleased</b>
<b>Flood</b>	<b>Huge</b>
<b>Promise</b>	<b>Gather(ed)</b>
<b>Altar</b>	<b>Worship</b>
<b>Sign</b>	<b>Remember(ed)</b>

1.     **Promise**     - a statement telling someone that you will definitely do something or that something will definitely happen in the future. To make a vow; to keep your word.
2.     **Sign**     - an action, object, or event which shows that something else exists, is true, or will happen. A symbol.
3.     **Flood**     - a large amount of water covering an area of land that is usually dry.
4.     **Destroy**     - to cause something to end or no longer exist.
5.     **Worship**     - to show and express love, honor and respect to a god.
6.     **Altar**     - a raised surface used for sacrificing or offering gifts for worship acts and ceremonies.
7.     **Huge**     - very large in size
8.     **Pleased**     - to be happy or satisfied.
9.     **Remember**     - to think of something or someone again. To keep information in your mind and not forget.
10.     **Gather**     - to bring together; to choose and collect

**Answer Key Cont.**

**B. Fill in the Blanks**

Write the correct vocabulary word in the blanks to complete the sentences.

1. There was a   **flood**   after so much rain.
2. The boat was big enough for two of every kind of animal. It was   **huge**  !
3. He built an   **altar**   to   **worship**   God.
4. A long time ago, there was a great flood that   **destroyed**   the earth.
5. They needed to   **gather**   enough food for the animals and their family.
6. They needed a   **sign**   to help them   **remember**   what had happened.
7. Once the rain had stopped, everyone was very   **pleased**  .
8. If he makes a   **promise**   he will keep it.

**A. Listening 1: (Getting the gist)**

1. What is this story about?

Potential answers may include:

- "A big flood."
- "Noah and the ark"
- "God destroys the earth because people are bad - but saves one family because they are good."
- "A large boat and a flood."

## **Answer Key Cont.**

### **B. Listening 2:** (Identifying Details)

1. Who are all of the people mentioned in this story? **(Adam, Eve, their children and grandchildren, Noah, his wife, sons and their wives, God)**
2. Why did God choose to destroy the earth with a flood? **(People were doing bad things and not listening to God)**
3. Why was Noah chosen to build the boat? **(Noah pleased God)**
4. What does it mean to be pleased with someone? **(Proud of them or happy about them)**
5. Who and what were in the boat? **(Noah's family, animals and food)**
6. How long did it rain? **(40 days and 40 nights)**
7. How long was Noah and his family on the boat? **(Many months)**
8. What was the first promise God made to Noah? **(God would keep Noah and his family safe)**
9. What was the second promise God made to Noah? **(God would never destroy the earth again with a flood)**
10. What was the sign God made of His promise so that Noah would remember it? **(God put a rainbow in the sky)**

### **C. Listening 3:** (Putting the Story in Order)

1. In what order does the story take place?

- How does it begin?
- What happens next?
- What happens after that?
- How does it end?

Example:

- Adam and Eve have many, many children and the earth is filled with people.
- God is unhappy with the people on earth because they are always doing bad things - so He decides to destroy the earth.
- God promises Noah that He will save him and his family.
- ....etc.

## **Chosen**

### Teacher's Notes

#### **Overview**

This lesson plan is to accompany the story *Chosen*, found on page 15 in Simple Stories. This plan focuses mainly on listening comprehension as well as reading and writing abilities. It is geared to engage the students in conversation around the Biblical story.

**Skills:** Reading, Writing, Listening, and Speaking

**Level:** Low Intermediate - High Intermediate

**Time:** 1.5 hours

**Total Pages:** 9

- Lesson Plan pg. 2-4
- Idiom Worksheet pg. 5
- Fill in the blanks Story pg. 6
- Comprehension Worksheet (T/F) pg. 7
- Story *Chosen* pg. 8
- Answer Key pg. 9

#### **Objectives:**

- Students will hear and learn a story from the Bible.
- Students will learn new idiomatic expressions.
- Students will develop their listening, reading and writing abilities.
- Students will be able to express their thoughts and opinions through conversation about the story.

#### **Materials:**

-Whiteboard and whiteboard markers, Dictionaries, Pencils, 3 handouts for each student: Idiom worksheet, Fill in the blanks story, and True or False sheet.

## **Chosen**

### Lesson Plan

#### **A. Warm-Up Questions:**

- 1) Teacher will start by asking the students to share about their families in small groups at their tables. Write the questions on the board to guide their discussions. Encourage them to only speak in English.
  - a. Who is in your family?
  - b. Who did you live with growing up?
  - c. How many siblings do you have?
  - d. What are the names of your siblings?
  - e. Do you look similar or different than your siblings?

*\*Walk around to observe the student's conversations and keep them on the topic. Ask a few to share or you could share about your family.*

#### **B. Grammar Focus:** (Idiom Worksheet pg. 5)

- 1) Teacher will introduce idioms. Read through each idiom and its definition and explain their meanings. The Teacher may need to give some examples of the idioms used in a sentence.
- 2) Students will complete the worksheet by writing the correct idioms in each sentence. Go through the answers as a class.

### **Pre-Listening**

#### **A. Listening Overview:**

- 1) Teacher will tell the students that they will be listening to a story. The teacher will tell the students how many times they can expect to hear the story as well as what they will be asked to do to show their comprehension.

## **Listening & Comprehension**

*\*Feel free to play the audio version of the story found at [www.hearastory.org](http://www.hearastory.org) instead of reading it each time. Or, if you choose to read the story out loud, make sure to read the story slowly, clearly and with appropriate volume each time.*

### **A. Listening 1:**(Getting the gist)

- 1) Teacher will read/play the story. After reading the story, the teacher will ask the students "What is this story about?" This will help to check their listening abilities and to see if they get the overall gist.

*\*Allow time for the majority of the students to answer and agree.*

### **B. Listening 2:** (Fill in the missing words - pg. 4)

- 1) Teacher will hand out the story with the missing words.
- 2) Teacher will read the story, allowing the students to write down the missing words that they hear.

### **C. Listening 3:**

- 1) Teacher will read the story a final time, allowing the students to finish writing the missing words in the blanks.
- 2) The students may check their answers with others at their table.

### **D. Read the story together:**

- 1) The class will read the story together. The Teacher will ask each student to read 2 to 3 sentences each.

*\*Assist with any pronunciation issues and correct spelling.*

**E. Comprehension Worksheet:** (True or False & God's Statements - pg. 7)

- 1) Teacher will hand out the worksheet to each student. Once the majority of the students have completed the True or False section, go over the correct answers with the class.
- 2) Allow the students time to locate and write down the places in the story where God speaks. The Teacher may need to assist them by giving them clues to look for. For example: "God spoke", "God said", "God told." The teacher may help the students find the first one to get them started. Once the majority are finished - go over the correct answers with the class.

*\*When checking answers, feel free to ask a different student to read the questions and answer out loud each time.*

**F. Discussion:** (Reflection Questions - written on the board or asked orally)

- 1) Teacher will engage the students in a class discussion on their thoughts about the story using the questions below. Give time for all of the students to share their thoughts and opinions. If there are some students who do not voluntarily share, ask them a question specifically to encourage them to speak.
  - a. Did you know much about this story before you heard it?
  - b. What did you learn from this story?
  - c. Was there anything in the story that was confusing or hard to understand?
  - d. How do you think David's family felt after God chose him to be a future King?
  - e. What does this story tell you about God?
  - f. What sentence in the story connects with one of our idioms?  
*(People look at the outside, but I look at the heart/never judge a book by its cover)*
  - g. How could this story apply to you?

**Bonus Exercise:** Students may write sentences using an idiom phrase with a part of the story. For Example: *'When David was chosen to be king, it was totally out of the blue.'*



## Idioms

*Idioms are expressions, words, or phrases that are often used by English speakers. Idioms have a different meaning than the literal words that are being said.*

**Exercise 1:** Read through each idiom and its meaning.

- **as different as night and day**  
-completely different
- **(you can't/never/don't) judge a book by its cover**  
-do not base your opinion on someone or something based on its outward appearance.
- **fit for a king**  
-something of highest quality or standard
- **out of the blue**  
-completely unexpected

**Exercise 2:** Choose the correct idiom to complete the sentences.

1. My sister told me, \_\_\_\_\_, that she is moving to New York.
2. The amazing meal that the hotel provided was \_\_\_\_\_.
3. Although Jen and Jill are sisters, they are \_\_\_\_\_.
4. \_\_\_\_\_, because even though the team looked less experienced, they won the game.

## Chosen

**A.** Listen to the story and fill in the blanks.

God did keep his promise to Abraham. And Abraham's \_\_\_\_\_ grew very large. They became a great \_\_\_\_\_. They were known as the children of Abraham - the Jews.

Many years \_\_\_\_\_. And God began to speak to his people through men known as prophets. One of those \_\_\_\_\_ was named Samuel. One day, God spoke to Samuel and said, 'Go to the town of Bethlehem. There you will find a man named Jesse. I have \_\_\_\_\_ one of his sons to be the next king.'

So Samuel went to Bethlehem. He found Jesse there. And Jesse brought in his sons. When \_\_\_\_\_ saw the oldest son, he thought, 'This must be the one that God has chosen!'

But God said, 'Do not be impressed by his height or his \_\_\_\_\_ looks. People look at the \_\_\_\_\_, but I look at the heart. I have \_\_\_\_\_ chosen him.'

Jesse had brought in seven of his sons. But God did not choose \_\_\_\_\_ of them. So Samuel asked Jesse, 'Do you have any more sons?' And Jesse said, 'Yes, my \_\_\_\_\_, David. He is out in the fields \_\_\_\_\_ care of the sheep.' And so they sent for him.

When David came in, God \_\_\_\_\_ Samuel, 'This is the one I am choosing.' So Samuel went to David and poured oil on him. He did this to show that David was God's \_\_\_\_\_. And from that day on, God's Spirit was with David. God even called him 'a man after my own \_\_\_\_\_.'

After God made \_\_\_\_\_ king, God sent a \_\_\_\_\_ prophet with a message for him. And God, 'I chose you when you were out in the fields watching the \_\_\_\_\_. I have been with you. I have protected you from your enemies. And I will make your name great.' He also promised, 'I will make sure that one of your sons will \_\_\_\_\_ be king. Your kingdom will last forever.'

When David \_\_\_\_\_ this, he praised God. He said, 'God, your \_\_\_\_\_ are true. Make this all happen so that the whole \_\_\_\_\_ will know that you are God.'

**B. True or False** - Circle the correct answer.

- |  |   |   |
|--|---|---|
| 1. Samuel was a King.                      | T | F |
| 2. Jesse's family lived in Bethlehem.      | T | F |
| 3. Abraham's family became a great nation. | T | F |
| 4. Jesse had seven sons.                   | T | F |
| 5. David took care of fields.              | T | F |
| 6. Jesse's oldest son was tall.            | T | F |
| 7. Samuel poured oil on the sheep.         | T | F |
| 8. David was a man after God's heart.      | T | F |

**C.** Write down all of the statements where God speaks in the text.

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_

## **Chosen**

God did keep his promise to Abraham. And Abraham's **family** grew very large. They became a great **nation**. They were known as the children of Abraham ~ the Jews.

Many years **passed**. And God began to speak to his people through men known as prophets. One of those **prophets** was named Samuel.

One day, God spoke to Samuel and said, 'Go to the town of Bethlehem. There you will find a man named Jesse. I have **chosen** one of his sons to be the next king.'

So Samuel went to Bethlehem. He found Jesse there. And Jesse brought in his sons. When **Samuel** saw the oldest son, he thought, 'This must be the one that God has chosen!'

But God said, 'Do not be impressed by his height or his **good** looks. People look at the **outside**, but I look at the heart. I have **not** chosen him.'

Jesse had brought in seven of his sons. But God did not choose **any** of them. So Samuel asked Jesse, 'Do you have any more sons?'

And Jesse said, 'Yes, my **youngest**, David. He is out in the fields **taking** care of the sheep.' And so they sent for him.

When David came in, God **told** Samuel, 'This is the one I am choosing.' So Samuel went to David and poured oil on him. He did this to show that David was God's **choice**. And from that day on, God's Spirit was with David. God even called him 'a man after my own **heart**'.

After God made **David** king, God sent a **different** prophet with a message for him. And God said, 'I chose you when you were out in the fields watching the **sheep**. I have been with you. I have protected you from your enemies. And I will make your name great.' He also promised, 'I will make sure that one of your sons will **always** be king. Your kingdom will last forever.'

When David **heard** this, he praised God. He said, 'God, your **words** are true. Make this all happen so that the whole **world** will know that you are God.'

## Answer Key

(Idioms pg.5)

**Exercise 2:** Choose the correct idiom to complete the sentences.

1. My sister told me, **out of the blue** , that she is moving to New York.
2. The amazing meal that the hotel provided was **fit for a king** .
3. Although Jen and Jill are sisters, they are **as different as night and day** .
4. **Never judge a book by its cover** , because even though the team looked less experienced, they won the game.

(Pg. 11)

**B. True or False** - Circle the correct answer.

- |   |   |   |
|---|---|---|
| 1. Samuel was a King.                     | T | F |
| 2. Jesse's family lived in Bethlehem.     | T | F |
| 3. Abrahams family became a great nation. | T | F |
| 4. Jesse had seven sons.                  | T | F |
| 5. David took care of fields.             | T | F |
| 6. Jesse's oldest son was tall.           | T | F |
| 7. Samuel poured oil on the sheep.        | T | F |
| 8. David was a man after God's heart.     | T | F |

**C.** Write down all of the statements that God speaks from the text.

1. **Go to the town of Bethlehem, There you will find a man named Jesse. I have chosen one of his sons to be the next king.**
2. **Do not be impressed by his height or his good looks. People look at the outside, but I look at the heart. I have not chosen him.**
3. **This is the one I am choosing.**
4. **I chose you when you were out in the fields watching the sheep. I have been with you. I have protected you from your enemies. And I will make your name great.**
5. **I will make sure that one of your sons will always be king. Your kingdom will last forever.**

## **Born**

### Teacher's Notes

#### **Overview**

This lesson plan is to accompany the story *Born* found on pages 17 & 18 in Simple Stories. This plan focuses mainly on reading comprehension and writing abilities, as well as speaking. It is geared to engage the students in conversation around the Biblical story.

**Skills:** Reading, Writing, Speaking

**Level:** Intermediate

**Time:** 1.5 - 2 hours

**Total Pages:** 12

- Lesson Plan pg. 2-3
- Story Strips Review pg. 4
- Warm-up Questions pg. 5
- Born Story and Definitions Chart pg. 6-7
- Comprehension Questions pg. 8
- Reflection pg. 9
- Matching Review pg.10-11
- Answer Key pg. 12

#### **Objectives:**

- Students will read and learn a story from the Bible.
- Students will learn new vocabulary.
- Students will develop their reading and writing comprehension and speaking abilities.
- Students will be able to express their thoughts and opinions through reflection about the story.

#### **Materials:**

-Dictionaries, Highlighters, Pencils, 3 handouts for each student: Born story, definitions chart, and reflection page.

## **Born**

### Lesson Plan

#### **Warm-Up**

**A. Review:** (Story strips – pg.4)

- 1) Teacher will hand out the story strips from last week's story to each table group. The students should put the story strips in order to see how much they remember. Once every table is finished, read it together as a class.

**B. Questions:** (Handout 1 per table group – pg. 5)

- 1) Teacher will start by handing out discussion questions at each table. The students will dialogue and share about their holiday celebrations and traditions. Encourage them to only speak in English.

*\*Walk around to observe the students' conversations and keep them on the topic. Ask a few students to share about their traditions.*

- 2) Teacher will share about his/her own Christmas traditions as well as what Christians celebrate at Christmas time. (This will help to introduce the story.)

#### **Reading & Comprehension**

**A. Reading 1:**(Story/Chart handout & Dictionaries pg. 6-7)

- 1) Teacher will hand out the story. Students will read the story on their own. While reading, students will underline or highlight any words or phrases that are unfamiliar.
- 2) Once the students have finished reading, they will take time to look up the unfamiliar words in the dictionaries and write their meanings on the chart provided.

*\*Encourage the students to look up the definitions for themselves rather than just asking you. However, help the students by giving additional examples of the meanings for clarity. The students may also use dictionaries on their phones if you allow.*

**A. Reading 1: Cont.**

- 3) Teacher will ask a few students to share some of the words that were unfamiliar as well as their meanings.

**B. Reading 2:** (Comprehensive Questions pg. 8 Teacher copy only)

- 1) Students will read the story a second time on their own.
- 2) Teacher will ask the students questions based on the story. This will be done orally and informally.

*\*Encourage all of the students to participate and answer the questions.*

**C. Reading 3:** (Reflection Handout pg. 9)

- 1) Students will read the story together out loud as a class. Teacher will ask each student to read 2-3 sentences.
- 2) Students will write a reflection about the story.

*\*Give the students time to write their thoughts. Walk around to assist with sentence structure or to answer any questions. Give them a 5-minute warning before they need to be done.*

- 3) Once all of the students have finished writing their reflections, the teacher will ask the students to share some of their thoughts with the group at their table.

**Review**

**A. Find your match Exercise** (Question/Answer-pg. 10-11)

- 1) The teacher will hand out questions from the story to one side of the class and the answers to the other side. Students will need to walk around the room to find their match. Once all of the students have found their match, ask each student pair to read out their question and answer for the class.

**B. Before Leaving....**

- 1) Encourage the students to practice reading the story out loud at home to try and learn it from memory.



**A. Warm-up Review** (Print and cut up strips for each table group)

**The Prophet**

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When he was an old man, King David died. Through the years that followed, God kept speaking to his people through the prophets. One of those prophets was named Isaiah.

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Just like the other prophets, Isaiah spoke for God. He told the people not to forget God. He warned them that God would punish them if they turned away from him.

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But Isaiah also gave the people a message of hope. He told them about a special person. That person would come some time in the future. He called this person the 'servant of God'.

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A young virgin would be his mother. People would call him, Immanuel. Immanuel means 'God is with us.'

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The Spirit of God would be with him. He would rule the kingdom of his ancestor David. And that kingdom would never come to an end.

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But, Isaiah said, not everyone would welcome this servant. Many people would hate him. They would beat him. And he would do nothing to stop them.

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He would always do what is right. But people would kill him. And God would not stop them. God would let this servant die in the place of guilty people.

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God's servant would suffer so that guilty people could be made right with God. He would save his people from their sins.

-----  
For a long time after Isaiah spoke, the people had many troubles. A strong enemy came to fight them. Their army took the people away from their land. They took them to places that were far away from home.

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But the people did not forget the words of the prophets. And so, they waited for the saviour God had promised.

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(Print and cut 1 copy for each table group)

**B. Warm-Up Table Discussion Questions**

1. Do you celebrate Christmas? If so, what are some traditions that you have at Christmas time.
  2. Is it common to celebrate Christmas in your home country?
  3. What are some other important festivals or celebrations in your home country?
  4. Do you give and receive gifts?
  5. What is the best gift you have ever been given? Why?
- 

**B. Warm-Up Table Discussion Questions**

1. Do you celebrate Christmas? If so, what are some traditions you have at Christmas time.
2. Is it common to celebrate Christmas in your home country?
3. What are some other important festivals or celebrations in your home country?
4. Do you give and receive gifts?
5. What is the best gift you have ever been given? Why?

**Instructions:** As you read through the text, underline or **highlight** any unfamiliar words or phrases. After reading, look up the highlighted words or phrases in the dictionary and write out their meanings in the chart provided.

### **Born** story

Many years passed. It had been more than 400 years since the last prophet spoke. And the people still waited for the Promised Saviour.

In those days, a strong army from Rome ruled the people of Abraham.

Now there was a couple named Mary and Joseph. And they had promised to marry one another. They both had come from the family line of David.

One day, an angel appeared to Mary. The angel spoke and said, 'Greetings! The Lord is with you. He has blessed you in a special way. You are going to have a son. You will name him Jesus. He will be great. And God will make him king like his ancestor David. He will rule over the people for ever. His kingdom will never end.'

Mary was confused. She said, 'How can this happen? I am a virgin. I have never been with a man.'

And the angel said, 'Nothing is impossible with God. The Holy Spirit will come to you. The power of the Most High God will make it so. The child will be holy. He will be called the Son of God.'

And Mary said, 'I am God's servant. Let this happen just as you have said.' And the angel went away.

Soon, Mary knew she was going to have a baby.

Now Joseph was a good man. When he learned that Mary was going to have a child, he wanted to leave Mary. But he did not want many people to know about it.

But, one night, an angel came to Joseph in a dream. The angel said, 'Do not be afraid to take Mary as your wife. The child that is in her is there by the power of God's Spirit. You are going to name him Jesus. He will save his people from their sins.'

So, when Joseph woke up, he did what the angel said. He took Mary as his wife. But he chose not to sleep with her until after the baby was born.

**Born** story cont.

When it was almost time for the baby to be born, the king from Rome made a law. Every person had to return to his home town to be counted.

Joseph's family was from the town of Bethlehem. And so Joseph and Mary went to Bethlehem. While they were there, the baby was born. And Joseph named him Jesus.

Now all of this happened to keep the promise that God made through Isaiah. 'The virgin will give birth to a son. They will call him Immanuel ~ "God with us."

<b>Words</b>	<b>Definitions</b>

Reading: 2 (Comprehensive Questions - Teacher Asks)

1. Were you familiar with this story? Have you heard it before?
2. Who are all of the people mentioned in this story?
3. Who were Mary and Joseph?
4. What happens in this story?
5. Where was Jesus born?
6. What does Immanuel mean?
7. Is this story hard for you to believe? If so, why?
8. Was there anything about this story that confused you?
9. How would you feel if you were Mary or Joseph?
10. What do you like about this story?

**Reading 3: Reflection**

Write 1-2 short paragraphs on your thoughts about the story.

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**A. Review**

**1. Matching Exercise**

Cut each question and answer strip. Hand out the question strips to one side of the room and the answer strips to the other. Tell the students to walk around the room and find their match. Once all of the students have found their match, have each group read out their question and answer for the class to hear.

Questions

<b>Question:</b> When did the last Prophet speak?
<b>Question:</b> Why was Mary confused?
<b>Question:</b> How did the angel respond to Mary's confusion?
<b>Question:</b> What was Mary's response to the angel?
<b>Question:</b> How did the angel appear to Joseph?
<b>Question:</b> What did the angel say to Joseph in his dream?
<b>Question:</b> Who will save the people from their sins?
<b>Question:</b> What was the law that the king of Rome made at the time?
<b>Question:</b> Where was Joseph's family from?
<b>Question:</b> What does Immanuel mean?

Answers

**Answer:** The last prophet spoke 400 years ago.

**Answer:** Mary was confused because she had never been with a man.

**Answer:** The angel said, 'Nothing is impossible with God.'

**Answer:** Mary said, 'I am God's servant. Let this happen just as you have said.'

**Answer:** The angel appeared to Joseph in a dream.

**Answer:** The angel told Joseph not to be afraid to take Mary as his wife, because the child in her is there by God's spirit.

**Answer:** Jesus will save his people from their sins.

**Answer:** The king of Rome made a law that every person had to return to his home town to be counted.

**Answer:** Joseph's family was from the town of Bethlehem.

**Answer:** Immanuel means 'God is with us.'



## **Answer Key**

### **A. Review - Matching Exercise**

**1. Question:** When did the last Prophet speak?

**1. Answer:** The last prophet spoke 400 years ago.

**2. Question:** Why was Mary confused?

**2. Answer:** Mary was confused because she had never been with a man.

**3. Question:** How did the angel respond to Mary's confusion?

**3. Answer:** The angel said, 'Nothing is impossible with God.'

**4. Question:** What was Mary's response to the angel?

**4. Answer:** Mary said, 'I am God's servant. Let this happen just as you have said.'

**5. Question:** How did the angel appear to Joseph?

**5. Answer:** The angel appeared to Joseph in a dream.

**6. Question:** What did the angel say to Joseph in his dream?

**6. Answer:** The angel told Joseph not to be afraid to take Mary as his wife, because the child in her is there by God's spirit.

**7. Question:** Who will save the people from their sins?

**7. Answer:** Jesus will save his people from their sins.

**8. Question:** What was the law that the king of Rome made at the time?

**8. Answer:** The king of Rome made a law that every person had to return to his home town to be counted.

**9. Question:** Where was Joseph's family from?

**9. Answer:** Joseph's family was from the town of Bethlehem.

**10. Question:** What does Immanuel mean?

**10. Answer:** Immanuel means 'God is with us.'

## **Soil**

### Teacher's Notes

#### **Overview**

This lesson plan is to accompany the story *Soil*, found on page 24 in Simple Stories. This plan focuses mainly on listening and speaking abilities and is geared to engage the students in conversation around the Biblical story.

**Skills:** Listening and Speaking

**Level:** Intermediate

**Time:** 1.5 hours

**Total Pages:** 14

- Lesson Plan pg. 2-3
- Find Someone Who pg. 4
- Soil Story pg. 5
- Vocabulary Matching pg. 6
- Comprehension Questions pg. 7
- Group Reflection Questions pg. 8
- Review Chart pg. 9-10
- Answer Key pg. 11-14

#### **Objectives:**

- Students will hear and learn a story from the Bible.
- Students will learn new vocabulary.
- Students will develop their listening and reading comprehension as well as writing and speaking abilities.
- Students will be able to express their thoughts and opinions through conversation about the story.

#### **Materials:**

-Dictionaries, Pencils, 5 handouts for each student: warm-up exercise, Soil story, vocabulary, comprehension questions, and review chart.

## **Soil**

### Lesson Plan

#### **A. Warm-Up:** (Find Someone Who - pg. 4)

- 1) Teacher will start by handing out the *Find Someone Who* sheet to each student. The students will need to walk around the class asking other students questions in order to fill in their sheet. For example: "Do you like to paint or draw?" The students will need to write the person's name on the line if they say yes. They are not to use the same person twice. Once everyone is finished, go through them together as a class. For example: "Who in our class has a pet?"

*\*This is a fun exercise to help the students get to know one another and practice their English.*

#### **Listening & Comprehension**

*\*Feel free to play the audio version of the story found at [www.hearastory.org](http://www.hearastory.org) instead of reading it each time. Or, if you choose to read the story out loud, make sure to read the story slowly, clearly and with appropriate volume each time.*

#### **A. Listening 1:**(Getting the gist)

- 1) Teacher will read the story. After reading the story, the teacher will ask the students "What is this story about?" This will help to check their listening abilities and to see if they get the overall gist.

*\*Allow time for the majority of the students to answer and agree.*

#### **B. Reading 1:** (Story & Vocabulary - pg. 5-6)

- 1) Teacher will hand out a copy of the story to each student and they will read it out loud together. Have each student read 2-3 sentences.
- 2) Teacher will hand out the antonym and synonym vocabulary worksheet to each student. Once the majority of students are finished, have them check their answers with their partner and then go through the answers as a class.

**C. Reading 2:** (Comprehension Questions - pg. 7)

- 1) Students will read the story again on their own and then answer the comprehension question sheet. Once the majority of the class are finished, go through the questions and answers together. Ask individual students to read out a question. For example: "James, please read question #2."

**D. Listening 2:** (Reflection in small groups - pg. 8)

- 1) Teacher will read the story a fourth time and the students will follow along.
- 2) Teacher will hand out a copy of the reflection questions to small groups. Give time for all of the students to share their thoughts and opinions.

*\*Walk around to observe the discussions and to keep the students on topic and speaking English. If some of their answers are short, encourage them to explain their thoughts.*

## **Review**

**A. Chart Worksheet** (Handout - pg. 9-10)

- 1) Teacher will hand out the chart worksheet to each student. The students may work with a partner to complete the chart. Encourage them to use the text for the answers if it is too difficult to complete. Once the students are finished, go over the correct answers as a class.

*\*Encourage the students to read the story Soil, out loud at home this week.*

**Find Someone Who...**

**Find Someone Who...**

1. \_\_\_\_\_ likes to garden.
2. \_\_\_\_\_ plays an instrument.
3. \_\_\_\_\_ has more than 4 siblings.
4. \_\_\_\_\_ is left-handed.
5. \_\_\_\_\_ likes the Winter.
6. \_\_\_\_\_ has a pet.
7. \_\_\_\_\_ wears glasses.
8. \_\_\_\_\_ likes to paint or draw.
9. \_\_\_\_\_ has a job.
10. \_\_\_\_\_ is wearing earrings.
11. \_\_\_\_\_ shops at Walmart.
12. \_\_\_\_\_ has lived here less than a year.

1. \_\_\_\_\_ likes to garden.
2. \_\_\_\_\_ plays an instrument.
3. \_\_\_\_\_ has more than 4 siblings.
4. \_\_\_\_\_ is left handed.
5. \_\_\_\_\_ likes the Winter.
6. \_\_\_\_\_ has a pet.
7. \_\_\_\_\_ wears glasses.
8. \_\_\_\_\_ likes to paint or draw.
9. \_\_\_\_\_ has a job.
10. \_\_\_\_\_ is wearing earrings.
11. \_\_\_\_\_ shops at Walmart.
12. \_\_\_\_\_ has lived here less than a year.

## **Soil**

Crowds of people kept coming to Jesus. And, one day, he told them a story.

He said, 'There was a farmer who went to plant his seeds. He scattered them all over the field. And the seeds fell in different places.

Some of the seeds fell on a hard path. People walked on them. Birds came and ate them.

Other seeds fell on rocks. They grew into plants. But they did not have deep roots. So, they dried up.

And some of the seeds fell among the bushes. They started to grow. But the bushes crowded out the plants. And the plants did not bear grain.

But some of the seeds fell on good soil. Those seeds grew into a crop that was a 100 times more than the farmer planted.'

Later, his disciples came to him. And they asked him, 'Jesus, what did this story mean?'

And Jesus said, 'The seeds in the story are like God's word. The seed that was eaten by birds is like when people hear God's word. But, before they can believe it, Satan comes. He steals it out of their hearts so they can not believe it.

The seed that fell on the rocks is like when people receive God's word with joy. But they do not have any roots. When a hard time of trouble comes, they fall away.

The seed that fell among the bushes is like the people who hear God's word. But they worry about riches and the pleasures of life. This stops them from growing. So, they never produce a crop.

But the seed that fell on good soil is like people who hear God's word. They hold on to it. And it produces in them a huge harvest.'

## Vocabulary Matching

1. Draw a line to match the vocabulary words from the story on the left to their opposite (antonym) meaning on the right.

### Antonyms:

- |            |         |
|------------|---------|
| a. Hard    | Shallow |
| b. Deep    | Empty   |
| c. Dried   | Soft    |
| d. Huge    | Small   |
| e. Crowded | Wet     |

2. Draw a line to match the vocabulary words from the story on the left to their same (synonym) meaning on the right.

### Synonyms:

- |              |          |
|--------------|----------|
| a. Bear      | Sprinkle |
| b. Scattered | Takes    |
| c. Crop      | Harvest  |
| d. Steals    | Stress   |
| e. Worry     | Produce  |

## Comprehension Questions

Answer the questions below based on the text.

1. To whom was Jesus telling this story?

---

2. How many places did the seeds fall? And, what were those places?

---

---

3. What happened to the seeds that fell among the bushes?

---

---

4. What happened to the seeds that fell on good soil?

---

---

5. Who asked Jesus what his story was about?

---

6. What do the seeds in the story represent?

---

7. What happens when people hear God's word, but don't have any roots?

---

8. What happens when people hear God's word and hold on to it?

---

---



Discussion Questions done in small groups. Copy, print and cut.

### **Reflection**

1. In this story, what does it mean for a person to have roots?
  2. In this story, what does it mean for a person to produce a harvest?
  3. Is this story hard to understand? Why?
  4. What does this story tell you about people?
  5. How could you apply this story to your life?
- 

### **Reflection**

1. In this story, what does it mean for a person to have roots?
  2. In this story, what does it mean for a person to produce a harvest?
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- 

### **Reflection**

1. In this story, what does it mean for a person to have roots?
2. In this story, what does it mean for a person to produce a harvest?
3. Is this story hard to understand? Why?
4. What does this story tell you about people?
5. How could you apply this story to your life?

### Can you remember the story?

1. Use the word bank below and fill in the chart by matching the result of where the farmer's seed fell. One is already done for you.

Rocks	Produced a crop	Hard Path
<del>Crowded Bushes</del>	Birds ate them	Dried up
Good Soil	<del>Didn't bear grain</del>	

Farmer's Seeds Fall	Result
<b>Crowded Bushes</b>	<b>Didn't bear grain</b>

2. Use the word bank below and fill in the chart by matching the result of how and where God's Word falls. One is already done for you.

will produce in them a huge harvest      so, they can not believe it

worry about riches the pleasures of life

before they believe, it is stolen from their hearts

~~when hard times and troubles come, they fall away~~

they stop growing and never produce a crop

hold on to it                                      ~~don't have any roots~~

Gods Word Falls	Result
People who hear God's word, but	
People who hear God's word, but	
People who hear God's word, but <b>don't have any roots</b>	<b>when hard times and troubles come, they fall away</b>
People who hear God's word and	

## **Answer Key**

### **Comprehension Questions**

*Students answers do not need to be in complete sentences.*

1. To whom was Jesus telling this story?

**The crowds of people.**

2. How many places did the seeds fall? And, what were those places?

**The seeds fell on four places. The hard path, the rocks, the bushes, and good soil.**

3. What happened to the seeds that fell among the bushes?

**The bushes crowded out the plants and the seeds did not bear grain.**

4. What happened to the seeds that fell on good soil?

**The seeds that fell on good soil grew into a crop that was 100 times more than the farmer planted.**

5. Who asked Jesus what his story was about?

**The disciples.**

6. What do the seeds in the story represent?

**God's word.**

7. What happens when people hear God's word, but don't have any roots?

**People who hear God's word but don't have any roots fall away during hard times.**

8. What happens when people hear God's word and hold on to it?

**People who hear God's word and hold on to it produce a huge harvest.**

**Answer Key Cont.**

**Vocabulary Matching – pg. 5**

1. Draw a line to match the vocabulary words from the story on the left to their opposite (antonym) meaning on the right.

**Antonyms:**

- |            |         |
|------------|---------|
| a. Hard    | Shallow |
| b. Deep    | Empty   |
| c. Dried   | Soft    |
| d. Huge    | Small   |
| e. Crowded | Wet     |
- 

2. Draw a line to match the vocabulary words from the story on the left to their same (synonym) meaning on the right.

**Synonyms:**

- |              |          |
|--------------|----------|
| a. Bear      | Sprinkle |
| b. Scattered | Takes    |
| c. Crop      | Harvest  |
| d. Steals    | Stress   |
| e. Worry     | Produce  |
-

### Answer Key Cont.

**Can you remember the story? – pg. 7**

1. Use the word bank below and fill in the chart by matching the result of where the farmer's seed fell. One is already done for you.

Rocks	Produced a crop	Hard Path	<del>Crowded Bushes</del>
Birds ate them	Dried up	Good Soil	<del>Didn't bear grain</del>

Farmer's Seeds Fall	Result
Hard Path	Birds ate them
Rocks	Dried up
Crowded Bushes	Didn't bear grain
Good Soil	Produced a crop

### Answer Key Cont.

2. Use the word bank below and fill in the chart by matching the result of how and where God's Word falls. One is already done for you.

<p>will produce in them a huge harvest</p> <p style="text-align: center;">worry about riches the pleasures of life</p> <p>before they believe, it is stolen from their hearts</p> <p style="text-align: center;"><del>when hard times and troubles come, they fall away</del></p> <p>they stop growing and never produce a crop</p> <p style="text-align: center;">hold on to it</p>	<p style="text-align: right;">so, they can not believe it</p> <p style="text-align: right;"><del>don't have any roots</del></p>
--	---

Gods Word Falls	Result
<b>People who hear God's word but before they believe, it is stolen from their hearts</b>	<b>so they can not believe it</b>
<b>People who hear God's word, but worry about riches and the pleasures of life</b>	<b>Stop growing and never produce a crop</b>
<b>People who hear God's word, but don't have any roots</b>	<b>when hard times and troubles come, they fall away</b>
<b>People who hear God's word and hold on to it</b>	<b>will produce in them a huge harvest</b>

## **Blind**

### Teacher's Notes

#### **Overview**

This lesson plan is to accompany the story *Blind*, found on page 32 in Simple Stories. This plan focuses mainly on listening and speaking abilities and is geared to engage the students in conversation around the Biblical story.

**Skills:** Listening and Speaking

**Level:** Beginner - Low Intermediate

**Time:** 1.5 hours

**Total Pages:** 13

- Lesson Plan pg. 2-5
- Vocabulary Worksheet pg. 6
- Pronunciation Worksheet pg. 7-8
- Comprehension and Discussion Questions pg. 9
- Story Strips pg. 10
- Script pg. 11
- Blind* Story pg.12
- Answer Key pg.13

#### **Objectives:**

- Students will hear and learn a story from the Bible.
- Students will learn new vocabulary.
- Students will practice letter sound pronunciation.
- Students will develop their listening comprehension by identifying details from the story.
- Students will be able to express their thoughts and opinions through conversation about the story.

#### **Materials:**

-Whiteboard and whiteboard markers, Dictionaries, Pencils, 4 handouts for each student: vocabulary worksheet, pronunciation, script and a copy of the story *Blind*.



## **Blind**

### Lesson Plan

#### **Warm-Up**

##### **A. Review:** (Story from previous class)

- 1) Teacher will begin by asking the students how much they remember of the story from the previous lesson. The teacher may want to ask the students questions to get their memories activated. For example: Who was in the story? What happened? How did it begin and end....etc. Have the students discuss the previous story and practice telling it to each other at their table first. Teacher will then ask two or three students to tell the story for memory in front of the class.

-If students don't remember - give them a refresher by reading it again. Then have them try to tell it.

#### **Pre-Listening**

##### **A. Vocabulary Preview:** (Worksheet handout)

- 1) Teacher will introduce new vocabulary from the story by reading the words from the word bank given on the worksheet.
- 2) Students will complete the vocabulary worksheet. Students may work together or on their own. Once the majority of the students are finished, the teacher will go through the answers with the class and explain the meanings further if needed.
- 3) Students will write sentences using the new vocabulary words. Teacher may walk around to assist. Teacher will ask the students to share their sentences with the class.

**B. Pronunciation Practice:** ( handout)

- 1) Teacher will go through the consonant sounds (voiced and voiceless) with the students. Teacher will say each letter sound one at a time as the students repeat the sound. Go through voiced consonant sounds and then voiceless consonant sounds, saying each sound and having the students repeat it. After that, say the voiced and voiceless consonant sounds side by side so that the students may hear and feel the difference. Say the two sounds and have the students repeat them. Do this multiple times to engage the students muscle memory.
- 2) Teacher will lead the students through some pronunciation exercises using words they will hear from the text. Teacher will say each word one at a time and the students will repeat it back. The teacher will listen closely as the students repeat and take time to correct them. Do this exercise with each word multiple times until the majority say it perfectly.
- 3) Ask the students to practice going through the words at their tables; saying each word clearly.

*\*It is important to pay close attention to the students' accuracy of sound and mouth/tongue placement. Feel free to repeat difficult letter sounds for those who struggle.*

**C. Listening Overview:**

- 1) Teacher will tell the students how many times they can expect to hear the story as well as the order in which the comprehension questions will be asked.

For example: "I will be reading the story 4 times. After each time, we will discuss some questions to check understanding. The first time, I will ask you what the story is about. The second time, I will ask you questions about the details in the story. The third time, I will ask you to put the story in order, and the fourth time we will discuss your thoughts about the story. Make sure to listen carefully."

## **Listening & Comprehension**

(See page 9 for Questions)

*\*Make sure to read the story slowly, clearly and with appropriate volume each time.*

### **A. Listening 1:**(Getting the gist)

- 1) Teacher will read the story. After reading the story, the teacher will ask the students "What is this story about?" This will help to check their listening abilities and to see if they get the overall gist.

*\*Allow time for the majority of the students to answer and agree.*

### **B. Listening 2:** (Identifying details)

- 1) Teacher will read the story a second time.
- 2) Teacher will ask the students to identify specific details from the story. This will be done orally or written on the whiteboard.

*\*Encourage all of the students to try and answer the questions.*

### **C. Listening 3:** (Putting the story in order - story strips handout pg. 10)

- 1) Teacher will read the story a third time.
- 2) Teacher will hand out a set of story strips to each table group. Teacher will ask the students to put the story strips in the order of the story.

*\* Teacher will walk around to observe each group.*

**D. Listening 4:** (Reflection)

- 1) Teacher will read the story a fourth time.
- 2) Teacher will ask the students reflection questions about the story. Give time for all of the students to share their thoughts and opinions. If there are some students who do not voluntarily share, ask them a question specifically to encourage them to speak.

*\*Feel free to ask different questions or follow up questions to help the students articulate their thoughts and feelings.*

**Practice**

**A. Act out the Story:** (Script Hangout)

- 1) Teacher will divide the class into groups of four students each. The students will each take turns reading the four different parts of the script. Once everyone has had the opportunity of reading each different part, the teacher will ask each group to act out their script in front of the class.

*\*Encourage the students to do their best to play the part of each character.*

**Review**

**A. Read the Story Together** (Story Handout)

- 1) The teacher will hand out a copy of the story to each student and they will read it out loud together as a class. Teacher will check any final pronunciation difficulties.
- 2) Encourage the students to practice reading the story out loud at home and try to tell the story for memory.

*\*Next class ask a few students to try and tell the story to the class from memory.*

## Pre-Listening Vocabulary Worksheet

### A. Vocabulary Matching

Match the correct vocabulary word to its definition and write it on the lines below.

<b>Healed</b>	<b>Pity</b>	<b>Immediately</b>	<b>Blind</b>	<b>Praised</b>
---------------	-------------	--------------------	--------------	----------------

1. \_\_\_\_\_ - a strong feeling of sadness or sympathy for someone or something.
2. \_\_\_\_\_ - to express thanks to or love and respect for.
3. \_\_\_\_\_ - unable to see.
4. \_\_\_\_\_ - to become healthy or well again.
5. \_\_\_\_\_ - at once; right away.

### B. Write Sentences

Write a sentence using each vocabulary word.

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_

## Pre-Listening Pronunciation Practice

### A. Consonant Sounds

Consonant Sounds	
Voiceless	Voiced
T	D
P	B
F	V
S	Z
K	G
Th	Th
Sh	Zh
Ch	J
H	L
Q	M
	N
	W
	Y
	R

**Pre-Listening Pronunciation Practice Cont.**

**B. Consonant Sound Focus** (words from the story)

**Exercise 1: Word Repetition**

**a.**

Th - voiced  
There  
They  
The  
Then

**b.**

H - voiceless  
He  
Heard  
Happening  
Him  
Have  
Healed

**c.**

D - voiced ending  
Blind  
Road  
Heard  
Told  
Loud  
David  
Led  
Healed  
Believed  
God  
Followed

## **Comprehensive Questions**

### **A. Listening 1:** (Getting the gist)

1. What is this story about?

*\*Students answers may vary. Remember, you are not looking for details about the story, just the overall gist.*

### **B. Listening 2:** (Identifying Details)

1. Who are all of the people mentioned in this story?
2. What was the blind man asking for as people walked by?
3. Why were there so many people coming down the road?
4. How did the people react to the blind man when he was shouting?
5. What did the blind man want from Jesus?
6. What did Jesus say to the blind man after he asked him to see?
7. What happened after the blind man received his sight?

## **Discussion Questions**

*\*These questions are to activate conversation and dialogue. There are no right or wrong answers. Allow the students time to really think about what they have heard.*

### **D. Listening 4:** (Reflection)

1. What do you think about this story?
2. Was there anything in the story that was confusing or hard to understand?
3. How does this story make you feel?
4. What does this story tell you about Jesus?
5. What does this story tell you about People?
6. What did you learn from this story?
7. How can this story apply to you?



(Print and cut up strips for each table group)

-----  
Jesus came near one of the towns. There was a blind man sitting next to the road. He was asking for money.  
-----

He heard many people coming down the road. So he asked, "What is happening?"  
-----

They told him, 'Jesus is coming here.'  
-----

The blind man began to shout in a loud voice. 'Jesus, Son of David,' he said. 'Have pity on me!'  
-----

The people who led the way told him to be quiet. But he shouted more and more, 'Son of David, have pity on me!'  
-----

Jesus stopped. He told the people to bring the blind man to him. When he came close, Jesus asked him, 'What do you want me to do for you?'

-----  
He said, 'Lord, I want to see.'  
-----

So Jesus said to him, 'Then see. You are healed because you believed.'  
-----

Immediately, the man was able to see. He followed Jesus, thanking God.  
-----

And everyone who saw this praised God too.  
-----

## Script

**Narrator:** Jesus came near one of the towns. There was a blind man sitting next to the road and he was asking people for money. He heard many people coming down the road.

**Blind Man:** What is happening?

**People:** Jesus is coming.

**Narrator:** The blind man began to shout.

**Blind Man:** Jesus, Son of David, have pity on me!

**People:** Be quiet!

**Narrator:** The blind man shouted more and more.

**Blind Man:** Jesus, Son of David, have pity on me!

**Narrator:** When Jesus heard this he stopped.

**Jesus:** Bring the blind man to me.

**Narrator:** The people brought the man to Jesus.

**Jesus:** What do you want me to do for you?

**Blind Man:** Lord, I want to see.

**Jesus:** Then see. You are healed because you believed.

**Narrator:** Immediately, the man was able to see. He followed Jesus, thanking God. And everyone who saw this praised God too.

## **Blind**

Jesus came near one of the towns. There was a blind man sitting next to the road. He was asking people for money.

He heard many people coming down the road. So he asked, "What is happening?"

They told him, "Jesus is coming here."

The blind man began to shout in a loud voice. "Jesus, Son of David," he said. "Have pity on me!"

The people who led the way told him to be quiet. But he shouted more and more, "Son of David, have pity on me!"

Jesus stopped. He told the people to bring the blind man to him. When he came close, Jesus asked him, "What do you want me to do for you?"

He said, "Lord, I want to see."

So Jesus said to him, "Then see. You are healed because you believed."

Immediately, the man was able to see. He followed Jesus, thanking God. And everyone who saw this, praised God too.

## Answer Key

### A. Vocabulary Matching

Match the correct vocabulary word to its definition and write it on the lines below.

<b>Healed</b>	<b>Pity</b>	<b>Immediately</b>	<b>Blind</b>	<b>Praised</b>
---------------	-------------	--------------------	--------------	----------------

1.     **Pity**     - a strong feeling of sadness or sympathy for someone or something.
2.     **Praise**     - to express thanks to or love and respect for.
3.     **Blind**     - unable to see.
4.     **Healed**     - to become healthy or well again.
5.     **Immediately**     - at once; right away.

### B. Listening 2: (Identifying Details)

1. Who are all of the people mentioned in this story?  
**(Jesus, blind man, crowd of people)**
2. What was the blind man asking for as people walked by?  
**(He was asking people for money.)**
3. Why were there so many people coming down the road?  
**(The many people wanted to see Jesus.)**
4. How did the people react to the blind man when he was shouting?  
**(The people told the blind man to be quiet.)**
5. What did the blind man want from Jesus?  
**(The blind man wanted pity from Jesus and to be able to see.)**
6. What did Jesus say to the blind man after he asked him to see?  
**(Jesus told him to see - because he was healed.)**
7. What happened after the blind man received his sight?  
**(The man thanked God and followed Jesus.)**