

# Level 1 Lesson 11

## ***Part A: Sounds***

**Resources:** Bible Phonics Picture Chart; Sound pictures a to f

**Revise** a, b, c, d, e, f with sound pictures

Play the box game with one letter on each side of the cube.  
Students select a picture for the sound that comes up on top when they throw the box in the air.

## ***Part B: Sight Words*** (Set 1)

**Revise:** this, is, a, I, can, see, like, am, to, go, here, and, come, the

**New word:** 'my' Make a flashcard for this or write it on a piece of paper.

## ***Part C: Stories***

**Revise:** At night

**New story:** My family

Find all the 'my' words in the story.

**Comprehension:** 'What do you like to do with your Mum / Dad / brother / sister?'

## ***Part D: Sentence***

Ask the student to make up a sentence about a family member.



**My family**

1



**I love my Mum.**

2



**I love my Dad.**

3



**I love my Grandma.**

4

Level 1



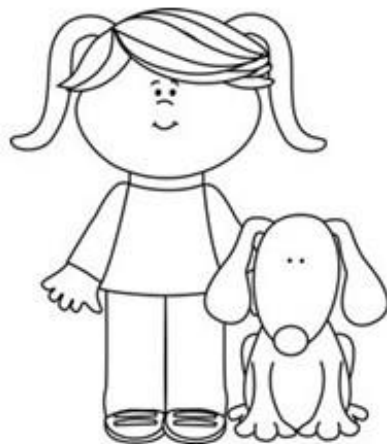
I love my Grandpa.

5



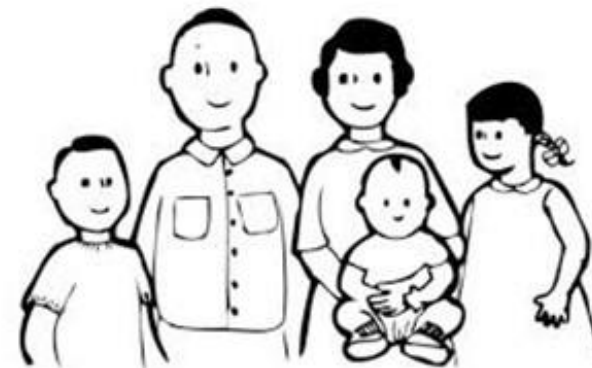
I love my brothers and sisters.

6



I love my pets.

7



Thank you God for my family.

Level 1

8

# Level 1 Lesson 12

## Part A: Sounds

**Resources:** Bible Phonics Picture Chart

**Revise** a, b, c, d, e, f. Use the picture chart. New sound: Gg

Show and discuss the garden on the Bible Phonics picture chart. Ask the student to listen for the sound at the beginning of 'garden'.

Draw their attention to the letter Gg. Ask the student to say the **sound** for that letter, (not the letter name).

Read the story and say the rhyme at the end.

# g for garden

in the story of the Garden of Eden (Genesis 2)

## The Garden of Eden

God wanted to make a beautiful world. Before He made people, he had to make a beautiful place for them to live in.

In the beginning there was just an empty space. Darkness covered everything. Then God said, "Let there be light!" and light shone all around. God called the light 'day'.

Next God made water and the sky. This was the second day.

Then He made the land and a beautiful garden of plants to grow on the land. This was the third day.

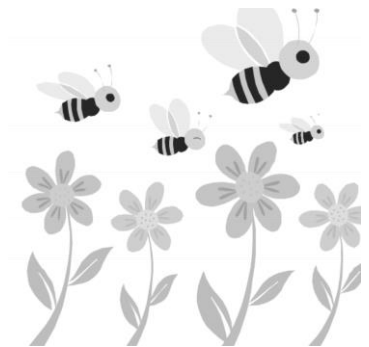
Next, he made fish to swim in the water and birds to fly in the sky. This was the fifth day.

Then he made animals of all kinds, big and small, to go on the land. God's garden was finished. It was called the Garden of Eden. (*Say 'g' garden*).

But one thing was missing. Yes, He made two people to live in the garden, to be His friends. Their names were Adam and Eve.

### A rhyme to learn:

g for garden  
God made a garden  
when the world first began.  
God made a perfect garden  
For a woman and a man.



### ***Part B: Sight Words*** (Set 1)

**Revise:** this, is, a, I, can, see, like, am, to, go, here, and, come, the

**Revise:** 'my' in 'My Family'.

### ***Part C: Stories***

**Revise:** My family

**New stories:** 'Let's go to Fiji'; 'Let's go to Africa'

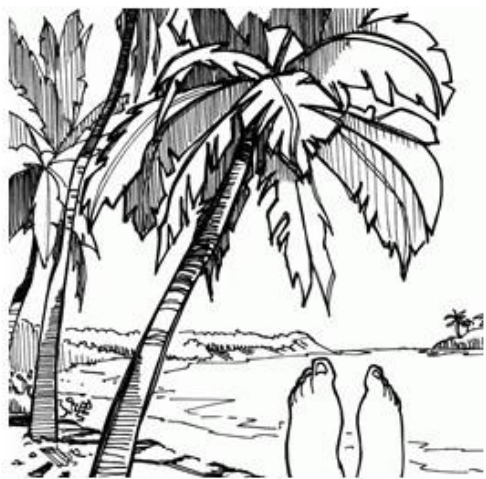
**Note:** The following series of stories, "Let's go to ..." are intended to give students a knowledge of the animals of the world, but students are not expected to learn to *read* the names of all the animals. They can learn the names of the animals by identifying them using the pictures. The important words to learn to read in each case are: "let's...go...to"

If you have a map or globe of the world you can show the students where the countries are.

**Comprehension:** "What is your favourite animal from Fiji? What is your favourite animal from Africa?"

### ***Part D: Sentence***

Ask the student to make up a sentence about a favourite African animal.



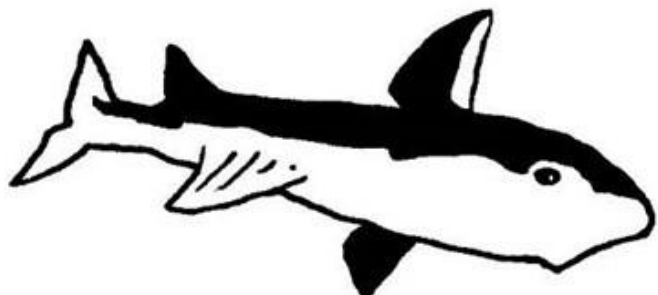
Let's go to Fiji

1



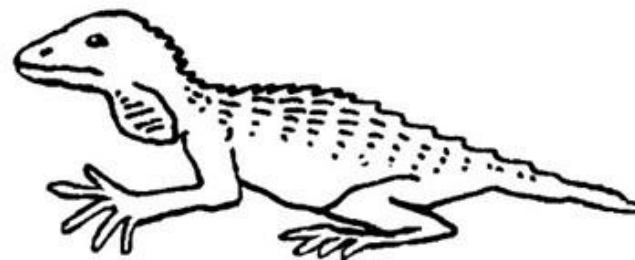
And we will see a turtle

2



and a shark

3



and an iguana

4

Level 1



and a monkey-faced bat

5



and a Fijian bee

6



and a Fiji wood swallow

7



and a mongoose!

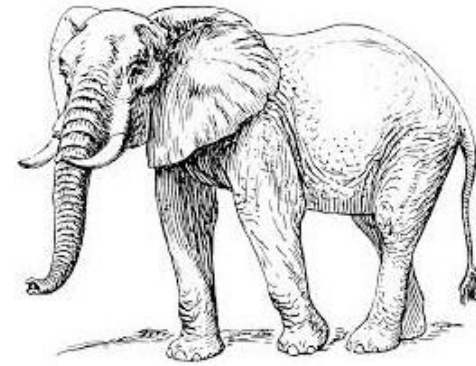
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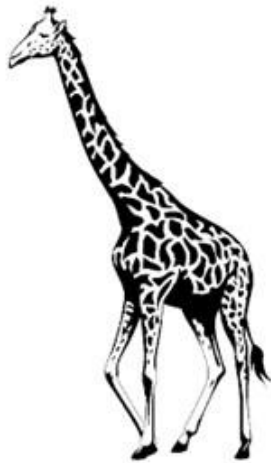
Let's go to Africa

1



and we will see an elephant

2



and a giraffe.

3

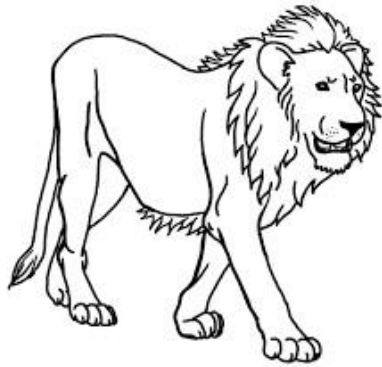


and a hippo

Level 1

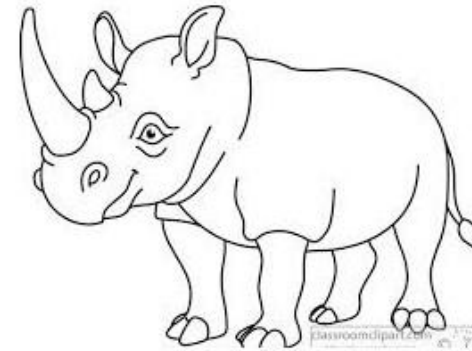
4





and a lion

5



and a rhinoceros

6



and a zebra

7



and a monkey.

Level 1

8

## Level 1 Lesson 13

### **Part A: Sounds**

**Resources:** Bible Phonics Picture Chart

**Revise** a, b, c, d, e, f, g. Use the picture chart. **New sound:** Hh

Show and discuss the house on the Bible Phonics picture chart. Ask the student to listen for the sound at the beginning of 'house'.

Draw their attention to the letter Hh. Ask the student to say the **sound** for that letter, (not the letter name).

Read the story and say the rhyme at the end.

### *h for house*

in the story of the wise man who build his house on the rock (Luke 6:48-49)

### **The house on the rock**

Jesus told a story about two men who built **houses** for themselves. (*Say 'h' house*). The first man chose a good place on solid rock. Although it was harder to build on rock, the man knew it was worth the extra work. Before long, there was a terrific storm. The wind blew furiously and the rain teemed down. Soon there was a great flood, but the house did not fall for it was built on rock.

The other man was foolish for he chose an easy place on low, sandy ground. His house did not have a solid foundation. When the storm and floods came, it fell down with a loud crash.

Jesus then said this to the people who were listening to the story: "Everyone who comes and listens to Me, and obeys Me, is like a man who built on a strong foundation." We can know a lot about Jesus, but we are not wise unless we do what He says to do. Jesus wants to live in our hearts and lives. Then our lives will be built like the house on the rock.

### **A rhyme to learn:**

**h** is for house  
On the rock firm and strong,  
But the house on the sand  
Didn't stay up for long. (*crash!*)



## ***Part B: Sight Words***

Play 'Bingo' with Dolch words Set 1.

## ***Part C: Stories***

**Revise:** Let's go to Africa

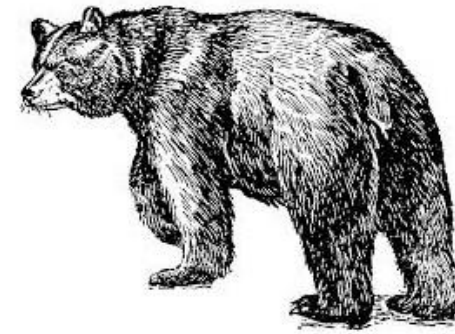
**New story:** 'Let's go to America

**Comprehension:** "What is your favourite animal from America?"



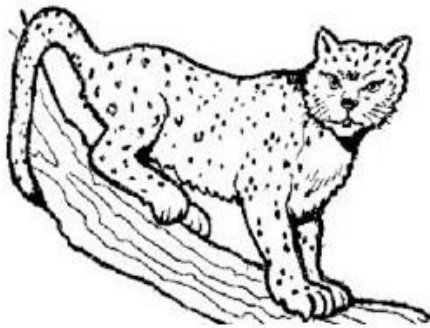
Let's go to North America

1



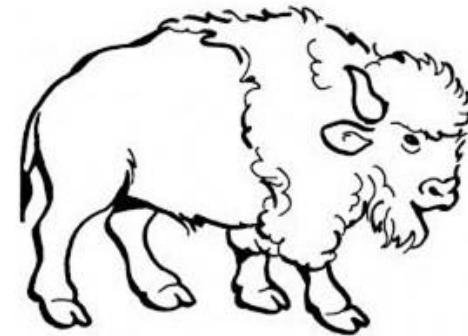
and we will see a black bear

2



and a bob cat

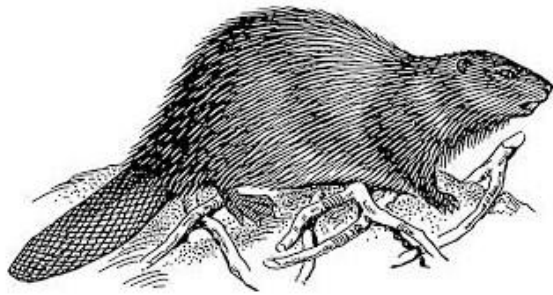
3



and a bison

Level 1

4



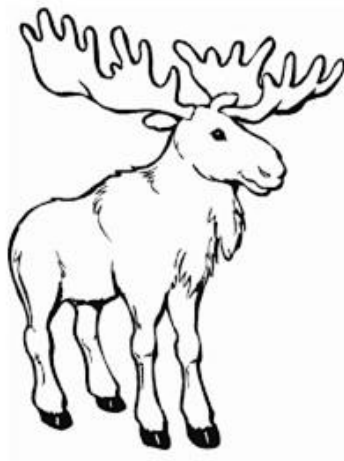
and a beaver

5



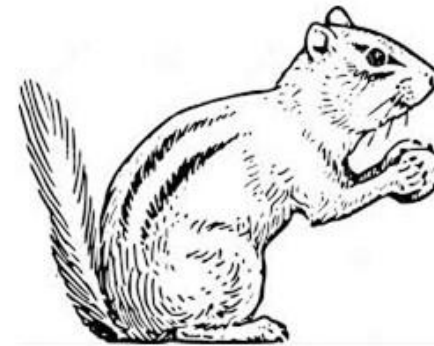
and a raccoon

6



and a moose

7



and a chipmunk.

Level 1

8

## Level 1 Lesson 14

### Part A: Sounds

**Resources:** Bible Phonics Picture Chart

**Revise** a, b, c, d, e, f, g, h. Use the picture chart. **New sound:** li

Show and discuss the inn on the Bible Phonics picture chart. Ask the student to listen for the sound at the beginning of 'inn'. Explain that an inn is a place to stay, like a hotel.

Draw their attention to the letter i. Ask the student to say the **sound** for that letter, (not the letter name).

Read the story and say the rhyme at the end.

### *i for inn*

Luke 2

### No room in the inn

It was time for Baby Jesus to be born. Mary and Joseph had come a long way. They came to Bethlehem. There were many people there. They looked for a place to sleep. They went to an inn, which is a place where people can stay. (*Say 'i' inn*).

Joseph spoke to the inn-keeper, "Have you a room for us, Mr. Inn-keeper? We are so tired."

"I'm sorry," said the inn-keeper, "many people have come to pay their tax. I have no room for you. But wait. If you would not mind, I can make a place for you in the stable."

He gave Joseph a broom. He gave Joseph some hay. Joseph quickly swept the stable. He put the cows outside. He put his donkey outside also. He put clean hay into the manger. He put clean hay over the floor.

Now Mary and Joseph could lie down. They said, "Thank you, Lord for this good place to rest."

That night Baby Jesus was born. Mary put baby clothes on him and laid him close by in the manger. "Thank you, Lord, for your son, Baby Jesus."

### **A rhyme to learn:**

i is for inn - a place to stay  
But for Joseph and Mary there was nowhere to stay.  
So they stayed in a stable under a star so bright,  
And baby Jesus was born on the first Christmas night.



## ***Part B: Sight Words***

Select 6 sight words from Set 1 and play Tic Tac Toe.

## ***Part C: Stories***

**Revise:** Let's go to America

New stories: Let's go to Antarctica and Let's go to Australia

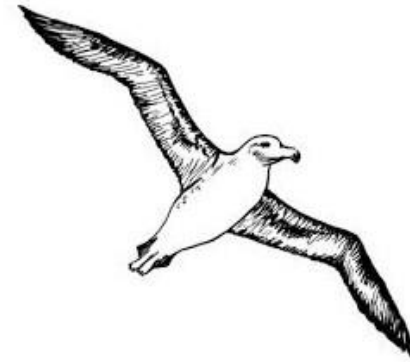
### **Comprehension:**

"What is it like in Antarctica?" "What is your favourite animal from Australia? Why do you like this one?"



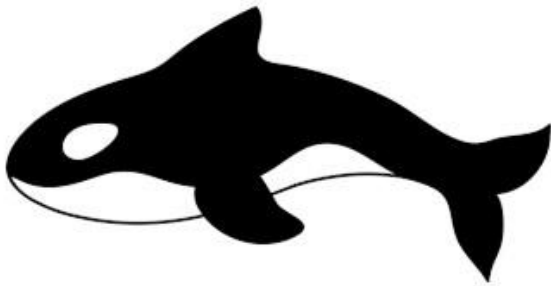
Let's go to Antarctica

1



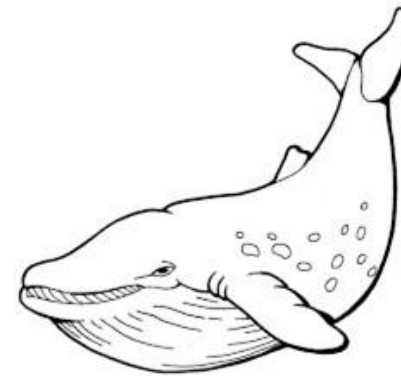
and we will see flying birds

2



and killer whales

3

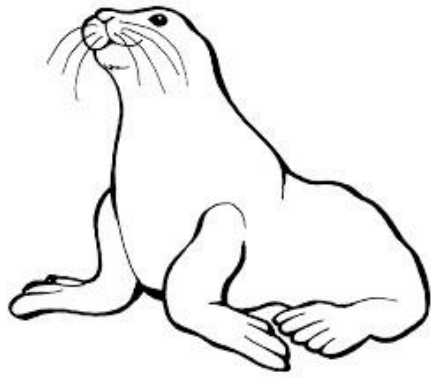


and blue whales

4

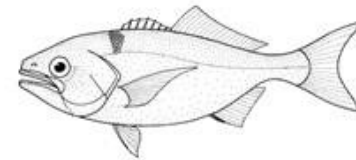
Level 1





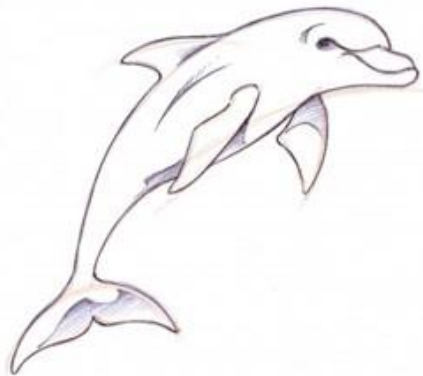
and seals

5



and fish

6



and dolphins

7



and penguins.

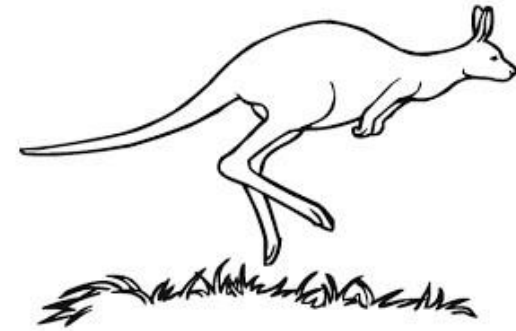
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Level 1



Let's go to Australia

1



and we will see a kangaroo

2



and a koala

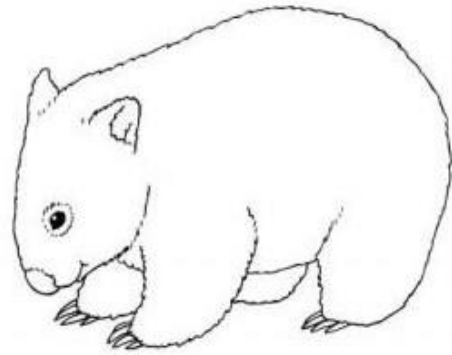
3



and a possum

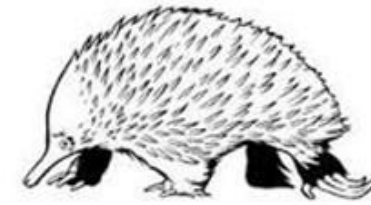
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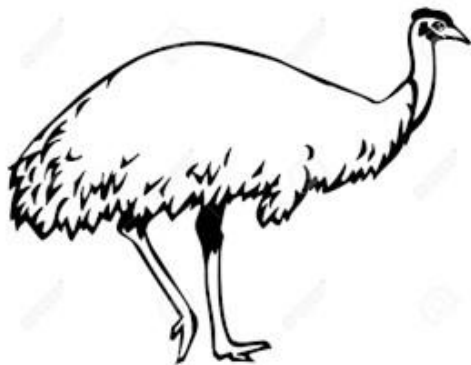
and a wombat

5



and an echidna

6



and an emu

7



and a platypus.

Level 1

8

# Level 1 Lesson 15

## Part A: Sounds

**Resources:** Bible Phonics Picture Chart

**Revise** a, b, c, d, e, f, g, h, i. Use the picture chart. **New sound:** Jj

Show and discuss the inn on the Bible Phonics picture chart. Ask the student to listen for the sound at the beginning of 'jar'. Explain that in early times jars were not made from glass, but clay, like the one in this picture.

Draw their attention to the letter li. Ask the student to say the **sound** for that letter, (not the letter name).

Read the story and say the rhyme at the end.

## *j for jar and jug*

in the story of multiplication of oil and meal for the woman of Shunem (2 Kings 4)

### Elisha and the jars of oil

Elisha was a servant of God. One day a woman came to Elisha for help. She had no money to pay for food. And she owed money to a man who was very angry at her for not paying.

Elisha asked, "What do you have in your house?"

"I only have a little oil in a jug," said the woman. (*Say 'j' jug*).

Go and ask your neighbours for empty jars," said Elisha. (*Say 'j' jars*).

She went to her neighbours and got as many jars as she could. She lined them up on the kitchen bench.

"Now start pouring the oil from your jug into the jars," said Elisha.

The woman did as Elisha said.  
She poured and poured. Her oil did not run out.  
Her oil did not run out until she filled all of the jars.

She told Elisha, "All the jars are full."  
"Go and sell the oil," said Elisha. "Use the money to pay the man you owe. You can keep the rest of the money to buy food."

#### **A rhyme to learn:**

j is for jar and j is for jug  
The woman had only a little oil in her jug.  
She got lots of jars and set them all out,  
And the oil kept on pouring. It didn't run out.



## ***Part B: Sight Words***

Select 6 sight words from Set 1 and play Tic Tac Toe.

## ***Part C: Stories***

**Revise:** Let's go to Australia

**New stories:** Let's go to England, Let's go to India

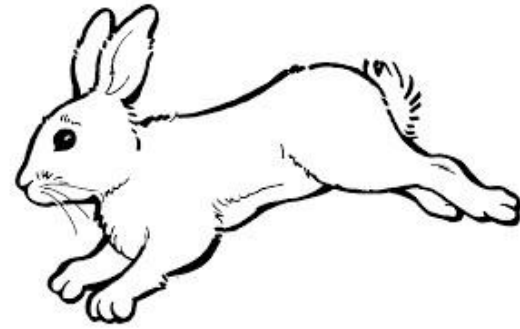
**Comprehension:**

"What is your favourite animal from England / India? Why do you like these animals?"



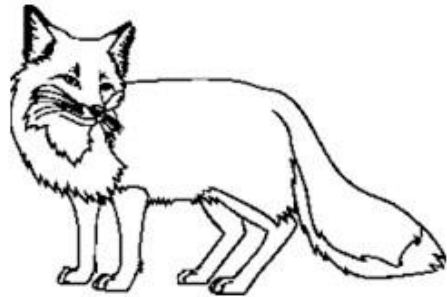
Let's go to England

1



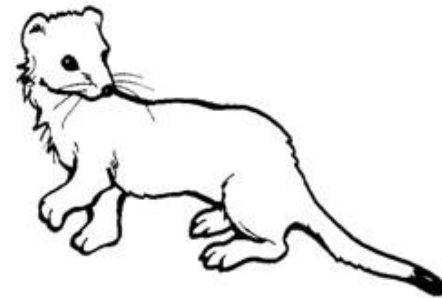
and we will see a rabbit

2



and a fox

3



and a weasel

Level 1

4



and a hedgehog

5



and a squirrel

6



and a badger

7



and an otter.

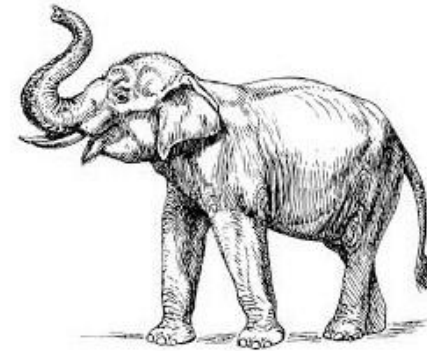
Level 1

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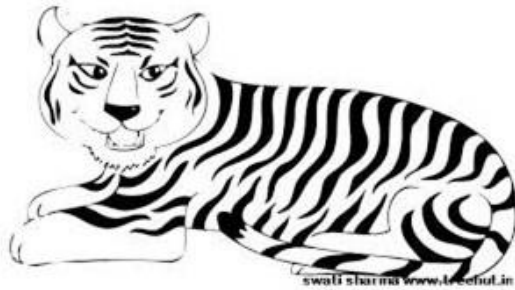
Let's go to India

1



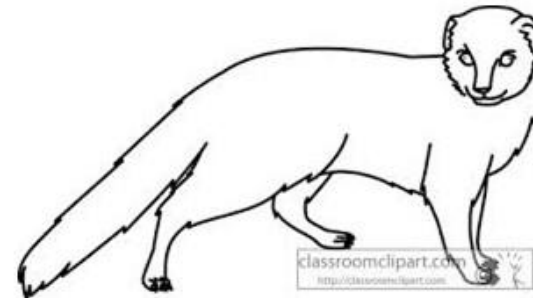
and we will see an elephant

2



and a tiger

3

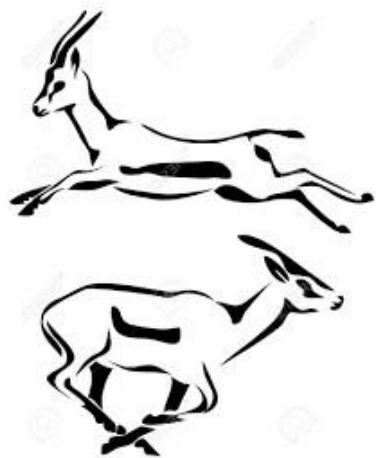


and a mongoose

Level 1

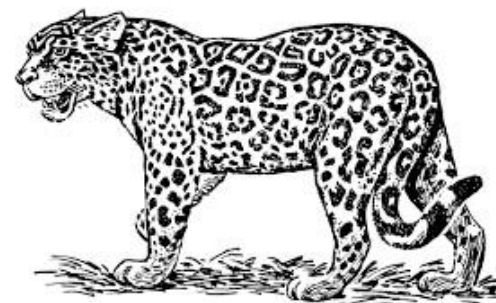
4





and some deer

5



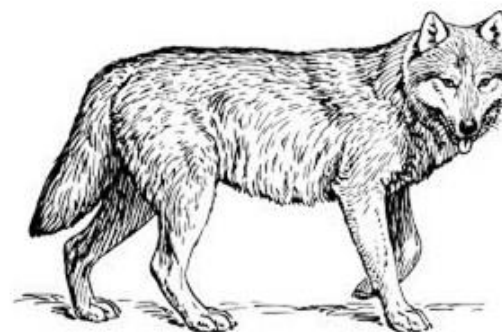
and a leopard

6



and a wild goat

7



and a wolf.

Level 1

8

## Level 1 Lesson 16

### Revision

#### *Sounds*

Test all 10 sounds a – j, by pointing to them on the alphabet chart. Ask the student to say the sound. Record the score on the Progress Chart.

### ***Part C: Running Records Test***

Record each mistake that the student makes (unknown word, wrong word, added word, word left out)

Record the score on the Progress Chart.

#### **Level 1 Test: My Body**

Number of words: 27

Record number of words correct, out of 27. Convert to a percentage as follows:

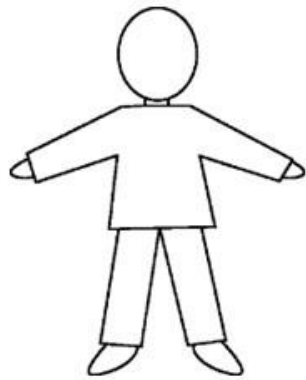
**Accuracy rate:** 1 error = 96%; 2 errors = 92%

#### **Comments:**

Can the student point to the words using one-to-one correspondence? (Can the student point to and say the word at the right time.) The student is not expected to know the words in the title, (which should be read by you.)

#### **Comprehension questions:**

1. Why did God give us eyes?
2. Why did God give us hands?
3. Why did God give us feet?



**My body**

1



This is my hand.

2



This is my foot.

3



This is my head.

Level 1

4



This is my ear.

5



This is my eye.

6



This is my nose.

7



This is me.

Level 1

8