



2nd

My Bible

Do and Learn Book

Stories told
by Jesus



My 2nd Bible Do and Learn Book

This basic literacy primer was developed by the Bible Society of South Africa based on the Do and Learn method developed by Dr Rose Botha from Ghoené Marketing. We acknowledge their intellectual input as well as the use of certain art material which was generously supplied by Ghoené wherever needed.

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How to use the primer

Children learn about the world in which they live through all their senses. Acting out (demonstrating) words, using eyes, ears, hands, movement and visual association aids learning and promotes short and long term memory. This involves listening to stories, repeating words and saying them out loud, songs, clapping rhythms, acting out, miming, playing games and other techniques. Follow these instructions carefully especially with the first few lessons. Use flashcards supplied on the A3 sheet to build sentences and vocabulary (see centrefold in booklet). Be creative and use what works for you.

Remember: Basics skills for reading and writing are:

1. Learning letter sounds (using action, pictures, symbols, etc.).
2. Identifying the sounds in words.
3. Blending sounds i.e. running sounds together to make the word.
4. Learning the shapes of letters.
5. Learning to write the letters and words.

Follow the icons!

The icons below help **teachers** and **learners** to follow the instructions in the lesson.

 Helper/teacher reads and explains.	 Look icon - the learners identify/look for words.	 Pencil icon - learners write.
 Speak icon - learners repeat words or respond to questions.	 Search and find icon - learners have to find objects or words.	 Coloured pencil icon - learners draw or colour in.
 Action/do icon - indicates learner activity.	 Clapping icon - learners clap and count.	 Tick icon - learners tick the correct answers.

A few sample lessons:

Lesson 1: The lost sheep

Teacher/helper: Point to the picture of a sheep at the top right corner of the page and say: This word says “sheep”. Repeat after me. The word starts with “sh”. Put your finger to your lips and say “shhhhhh” – sheep. Show me what a sheep looks like. Children act out “I’m a sheep”. Stress the long “ee”. Who looks after the sheep? Point to next word “shepherd”. This word says: “shepherd”. Say after me: “shhhhh-epherd” (stress the short “e”). What does a shepherd do? (He looks after the sheep.)

Demonstrate: Appoint a shepherd who herds the rest of the “sheep” into a corner. Explain “lost” and “found”. (Relate incidents of lost and found they can identify with e.g. losing a pet, or something they valued.)

Demonstrate sight words: lost and found

Let’s read: Read the story. Clap out the numbers with **learners** calling them out. Demonstrate the picture words “sheep”, “look”, “all”, “calls”, etc.

At the end of the story: Find the word “sheep” in the story. How many times does it appear? Find words “lost” and “found” in the story. Who is happy? (the shepherd). Why is he happy? (he found his sheep).

Language time: Explain present and past. Divide the class in two groups - the “now” group and the “then” group and go through the examples with them in turn. Indicate “now” by pointing a finger down. The “then” group point a finger backwards over the shoulder. Read a sentence and shout out: “Now!” or “Then!” Let each team repeat the sentences after you.

Playtime: activity - complete the labyrinth.

Bible time: **Teacher** may read the story from the Bible/Children’s Bible or read the summary at the end of the lesson. This is also an opportunity for prayer.

Read and write: Complete the words on the dotted line. If the spaces are too small, let them write the letters or words in their books. **Learners** must write letters in the air, then with fingers on the desk before writing in their books. If teaching takes place outside, **learners** can write in the sand.

Activity: Teach them the song: “Baba black sheep”.

Lesson 2: The lost coin

Teacher/helper: Point to the word in the box – coin. This word says “coin”. Repeat after me. Show them a real coin. What is this? It’s a “coin!” Do the same with “lamp”. Be sure to stress the “a” for the “apple” sound, not “ê”. Let them say the “p” with an explosive sound as if they are blowing out the lamp.

Demonstrate sight words: look, call and find. NB! Each **learner** must complete the actions while saying the word out loud.

Read the story: Afterwards demonstrate each picture word. Clap from 1 to 10 while shouting out the numbers. “The poor woman is happy”. Why is she happy? Demonstrate “happy”. (Make your own “happy face” and a “sad face” mask on a stick and keep them in class to use when needed.)

Language time: Divide into teams: Put one **learner** on the one side and all the other **learners** on the other side. Column 1 is for singular. Column 2 is for plural. Ask: Where’s the “s”? Read the sentences and let them repeat after you. Let them find the “s” in the grid while making the sound. Stress the “s”.

Explain: if 1 person performs the action, the “s” is joined to the doing/action word. If more than one performs the action, the “s” is joined to the ones who perform the action, e.g. “The friend sweeps” but “The friends sweep”.

Colour-in time: Colour in the shapes.

Let’s read: Read the sentence at the bottom of the page.

Let’s write: Complete the exercise and the line at the end of the page.

Bible time: Read story and pray.

Lesson 3: The good shepherd

Teacher/helper: Point to the first picture: What do you see in this picture? This word says “wolf”. Say “wolf”. Show me what a wolf looks like. (Allow **learners** to act out while saying the word over again.)

Point to the second picture and say: This word says “gate”. (Kids pretend to open and close the gate while saying the word out loud.) Do we have a gate at school or at home? Why?

Explain sight words: good/bad. Show me “good” (kids sit quiet with finger on the lips). Show me “bad” (kids make a noise and put out their tongues, etc.) Read the story demonstrating each picture word with the **learners**.

Language time: Team one is “Now!” Team two is “Tomorrow!” (demonstrate “still to come” by putting a hand up to the eyes as if looking up ahead). Read the sentences in the present tense and let team 1 repeat after each sentence. Team 2 repeats the future tense.

Word search: Complete the grid.

Bible time: Read the Bible story and pray.

Let’s read: Read the line at the bottom of the page. **Let’s write:** Complete the words on the dotted lines.

Let’s play: At the end of the lesson you could play the game “Wolf, wolf, what’s the time?” where one child is the wolf and as the **learners** follow they chant, “Wolf, wolf what’s the time”. He shouts out the times until he shouts “Lunchtime!” then he turns around and tries to catch a child who then becomes the wolf.

Lesson 4: The lost son!

Teacher/helper: Point to the picture of the father and say: This word says “father”. Repeat after me. This word says “brother”. Say out loud. Demonstrate “th” sound. Put your tongue against your top teeth and blow the air out!

Demonstrate sight words: Read the story demonstrating each picture word. Ask questions about the story. Divide class into small groups and role play the dialogues acting out each word. Rotate the roles among the children.

Language time: Fill in the missing words.

Activity: Follow instructions.

Let’s read: Read the sentence.

Let’s write: Complete the words on the dotted line.

Lesson 5: Who must I help?

Teacher/helper: This word says “donkey”. Repeat after me. Show me the donkey. What sound does it make? This word says “priest”. Show me a priest. What does a priest do? (Let children respond e.g. a priest prays/helps people.) Read the story.

Role play: Let **learners** act out what happens. Explain what a good neighbour is.

Language time: Tick the right answers. Do the questions and let learners fill in the words. Divide class into two groups: “Say” group and “Ask” group. Read sentences in the first column. Group 1 repeats after you. Group 2 repeats the questions. Turn the sentences around by asking the questions first and letting group 1 repeat the answer.

Activity: Complete the missing words. Complete the labyrinth.

Let’s read: Read the sentence.

Let’s write: Complete the words on the dotted lines.

Lesson 6: Always do your best

Teacher/helper: Point to picture of coins. Do you remember what this word says? This word says “coins”. What do you see in this picture? This word says “workers”. Say after me.

Demonstrate sight words: Place three **learners** in a row demonstrating first, second and third. Use them for demonstration throughout the lesson. Hand out the correct number of coins to each one. Complete abbreviations. Do the addition with the class.

Read the story. Demonstrate each picture word. Reward the first worker with a star on his/her chest. Take away the coin from the third worker and give it to the first worker.

Bible time: Read the Bible story and pray.

Let’s write: Complete the words on the dotted line.

Language time: Fill in the words in the spaces. Match numbers and words.

More ideas for creating literacy

Air writing and tracing letters with their fingers: Before writing, turn your back to the class and write the letter in the air starting at the correct point. Remember the direction. NB! Vary these techniques depending on the lesson.

Arranging sentences in the right order: After reading a story from the book, write the sentences in the wrong order on the board or on bits of paper. Get groups to put the sentences in the correct order. Reward group/**learner** who gets it right first.

Questions: Ask questions such as “When ...?”, “Why ...?”, “How... ?” and “What ...?”

Association: Make use of the power of association to strengthen memory e.g. red cross implies “no” or a negative, “look” with two eyes in the double “o”, the water in the “w”, the lightning bolt next to “quick” or “fast”, while arrows indicate direction. Create your own associations with words.

Building word walls: Collect shoe boxes, write words on them and stack them up. Or put flashcards of objects and words that are used most often up on the wall. Allow **learners** to help choose the words.

Charades/role-play (acting out the stories or words): One **learner** acts out a word or character without words and the others must guess what the object or word represents e.g. “the lost coin”, “donkey”, “happy”, etc.

Clapping and counting: clap the days of the week; clap the numbers in lessons where numbers appear e.g. coins, 10 young girls, etc.

Clap out syllables: e.g. cup-board, wor-kers, etc.

Colour in/highlight: Group words that sound the same (glad/sad/bad).

Completing Letters: Younger **learners** might not be able to trace the letters in the beginning. Allow them to colour in the letters or decorate the letters.

Drawing: Let them illustrate the main idea or some object or character in the story.

Environmental print: make **learners** aware of print that is all around us e.g. street signs, labels on packaging, advertisements, etc. Create a print-rich environment with pictures and words on the wall.

Flashcards: Must be cut out by each **learner** and kept in a packet or box to recognise words and to build simple sentences. Use back of cardboard boxes, etc. to make your own flashcards.

Numeracy: Counting the lines of the story. Assist **learners** where necessary e.g. ask: What is the first/last word in the lesson?

Onset sounds: Stressing the sound at the beginning of a word before the first vowel e.g. g-ate or th-ief or str-anger.

Paired reading: **Learners** are grouped according to reading ability where they may read with/to each other.

Phonic awareness: Hearing different sounds and relating them to letters is very important.

Pointing out words: e.g. What is the second word in line 4? Which word in line 4 starts with a “b” sound? What other words in the lesson start with an “s” sound.

Recycling words: Repeating familiar words or words that occur many times helps **learners** to remember and use them e.g. “see”, “go”, “walk”.

Re-reading lessons: **Learners** should re-read the lesson after group sessions in paired or independent reading practice to develop fluency.

Retelling the stories: Allow **learners** to retell the stories.

Shared/guided reading: Read and let them follow in the book. Talk about the pictures so that they understand what they mean. Build on what they already know. Explain in their home language. Use finger or pointer so readers can follow the text.

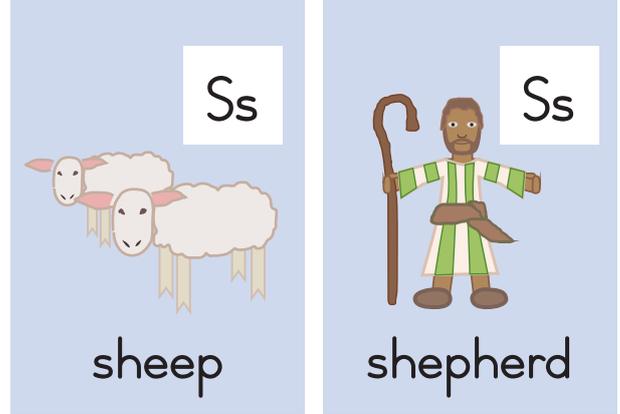
Sight words: In English words are not written/spelt as they sound, so it is difficult to decode them letter for letter. **Learners** should learn to recognise certain words on sight through repetition.

Team work: Set task for teams and allow them to compete in performing certain tasks. Reward winning teams.



NB Please take it slowly. If anything seems too difficult for the level of your class, do not force it. Allow the learners to do what they're able to do. Concentrate on what they can do! It is important not to put them off learning to read and write. Remember, they learn through playing (and praying)!

I. The lost sheep



Look Show Say : lost / found

Present and past

Present: now!	Past: then
Now he loses.	Then he lost.
Now he looks.	Then he looked.
Now he finds.	Then he found.
Now he leaves.	Then he left.

Jesus said: A shepherd has 100 sheep and he loses one of his sheep.

10 20 30 40 50 60 70 80 90 100

What does he do? He leaves the 99 sheep in the field to look for the lost sheep.

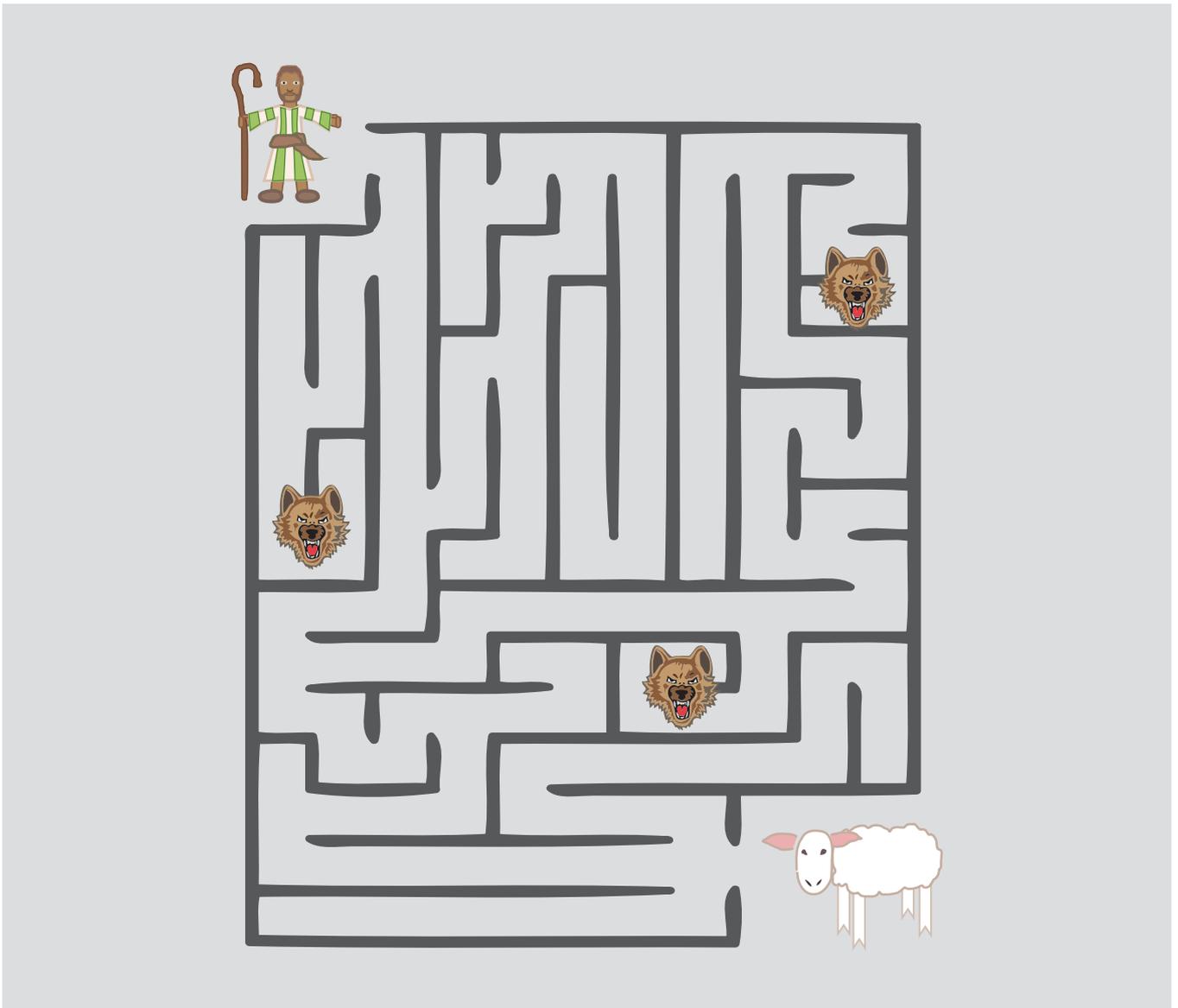
Then he calls all his friends and says:



I am so happy! I found my lost sheep. Let us all be happy.



Help the shepherd find his sheep!



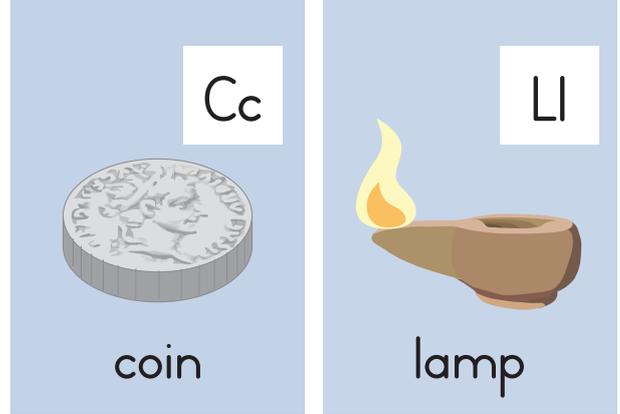
It is the same in heaven. There is more joy over one lost sinner who is found, than over 99 who were not lost.



Complete the words along the dotted lines:

The shepherd finds his **s** **h** **e** **e** **p**.

2. The lost coin



Look 👁️ Show 🙋 Say 🗨️ : look / call / find

A poor woman has ten 🎲🎲 silver coins
but she loses one 🎲 of them.

She lights a lamp and sweeps her house.

She looks all over until she finds it.

Then she calls all her
friends and says:



I am so happy! I found
my lost coin. Let us all
be happy.

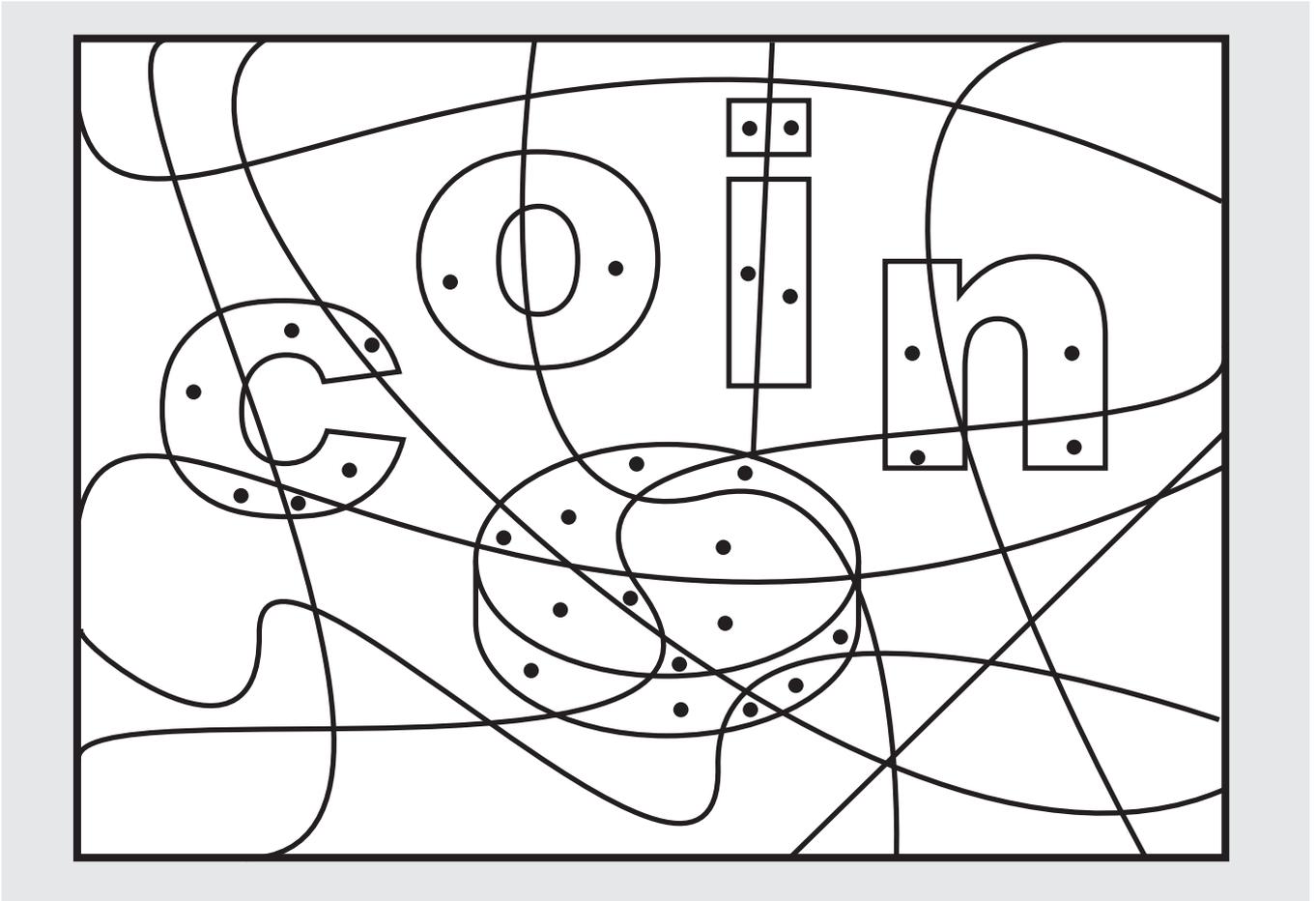


Where is the "s"?

1 Person 🧑	More than 1 🧑🧑🧑🧑
A woman loses s .	Her friends s lose.
She sweeps s .	Her neighbours s sweep.
She looks s .	Her friends s look.
She finds s .	Her friends s find.



Colour in the shapes with dots to find the lost coin:



Where is the coin?



Is the coin in the cupboard?



No, it is not ___ the cupboard.



Is the coin on top of the cupboard?



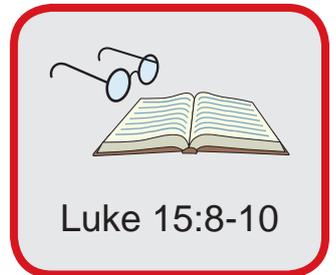
No, it is not ___ the cupboard.



Is the coin under the cupboard?



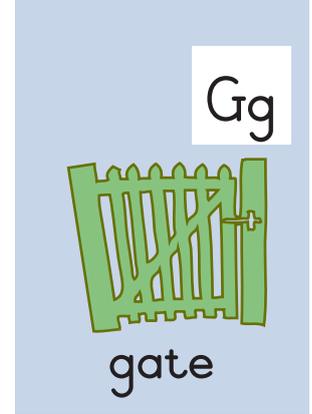
Yes, the coin is ___ the cupboard.



Complete the words along the dotted lines:

Look for the lost coin.

3. The good shepherd



Look Show Say : good / bad

Today and tomorrow

Now!	Still to come!
Today the sheep go.	Tomorrow the sheep will go.
Now the sheep run away.	Later they will run away.
Now the wolf catches them.	Later the wolf will catch them.

Jesus :

The man who does ~~not~~ come through the gate of the sheep pen is a thief and a robber. The man who comes through the gate is the shepherd. The sheep know his voice. They will follow him.

They will ~~not~~ follow someone else.

They will run away.

A bad shepherd does ~~not~~ care for the sheep. He will run away when a wolf comes. The wolf will catch the sheep.

Jesus also said:



I am the good shepherd. I know my sheep and they know me. I am willing to die for my sheep.



John 10:1-16

z	x	l	o	v	e	s
f	i	n	d	s	x	h
o	g	a	t	e	s	e
l	o	s	h	e	e	p
l	o	v	i	n	g	h
o	d	x	c	a	r	e
w	o	l	f	z	x	r
k	n	o	w	b	a	d



Try this:

There are 13 words in this grid. Find the words and circle them.

Across:

sheep, loves, finds, gates, care, loving, wolf, bad, know.

Down:

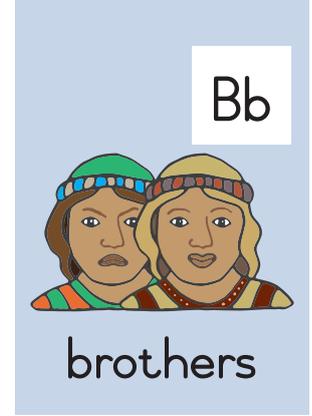
follow, good, see, shepherd.



Complete the words on the dotted lines.

I know my sheep.

4. The lost son!



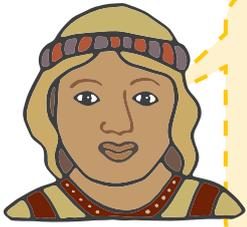
Look Show Say : hungry / angry

Present and past

↓ Now: today	↶ Then: yesterday
Now the son asks.	Then the son asked.
Now the son goes away.	Then the son went away.
Today his father gives.	Last week his father gave.
Now he spends his money.	Yesterday he spent his money.
Today he is hungry.	Yesterday he was hungry.

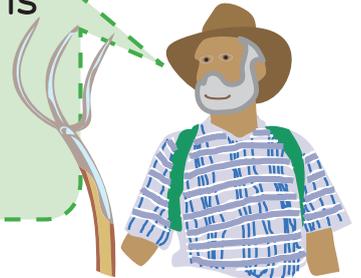
A rich man had two sons. Then one son said to his father: Give me all my money. I want to go away. Then his father gave him his money and he went to a far away land. There he spent all his money on living a bad life.

Later he had no food. He was so hungry that he wanted to eat pig food.

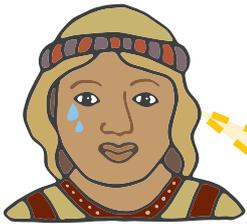


I am so hungry!
Please give me
some pig food.

No, that food is
for pigs, not
for people!



He cried:



My father's workers have lots of food to eat
but I have nothing. I was wrong. I will go
home and say to my father:

I am sorry, Father. I was wrong.

You do not have to call me your son.

I will be like one of your workers.

→ So he went back to his father. His father saw him coming from far away. He ran to his son and kissed him.



I am sorry Father. I was
wrong. I will work on
the farm like one of
the workers.



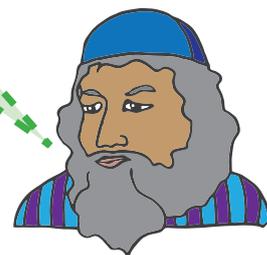
Then his father  gave him new clothes, a ring  and the best food . When his brother  saw this, he was  very angry:



I work so hard and what do I get?
Nothing! My brother spent all his money
on living a bad life. What does he get?
A ring! New clothes! The best food!

The father said:

Why are you so angry? You are always
with me. But your brother was lost
and now he is found. Be  happy with me!



Luke 15:11-32

In the same way God is  glad when we find our
way back to him.



Change the **red** word in each sentence to show it has
already happened. Write the word in the open space.

He **gives** him money. Yesterday he _ _ _ _ him money.

I **am** hungry. Yesterday I _ _ _ hungry.

I **go** to my father. Yesterday I _ _ _ _ to my father.



Activities: My family

- Make a drawing of your family or the one you love best.
- Make a puppet family. You'll need: toilet roll tubes, glue, crayons, wool, scraps of coloured paper, magazines or newspapers to cut faces from. Make a whole family by putting a face on each member of the family. Dress them up with coloured paper. Use wool or strips of paper for their hair. Some members of the family can be tall, others short. Give each one a name.



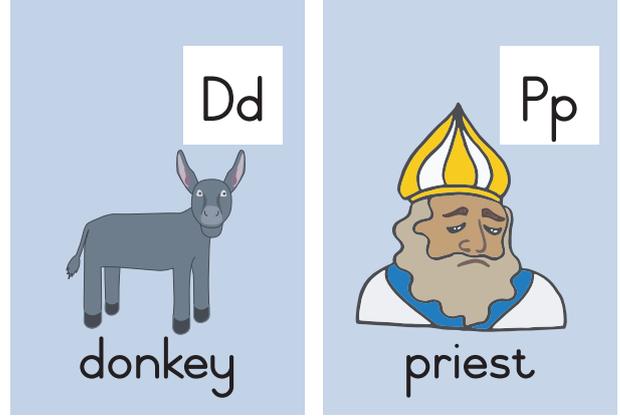
Complete the words on the dotted line:

He was h u n g r y.

His brother was a n g r y.

His father was h a p p y.

5. Who must I help?



Look Show Say : walked / saw / from

Present and past

Now!	Already happened.
Now I help.	Then I help ed .
Today you walk.	Yesterday you walk ed .
Every day they wash.	Yesterday they wash ed .
Today the robbers attack.	Last week they attack ed .

A man was walking from one town to another. On the way robbers attacked him. They beat him then left him on the road . A priest came down the road . He saw the man but he did ~~not~~ help him. A worker from the temple came down the road . He saw the man.

He also did ~~not~~ help him.



It is not my job to help him.

Then a stranger from another land came down the road. He saw the man and felt sorry for him.

Oh, the poor man!
I must help him!



He washed his wounds and put the man on his donkey. Then he took him to a shelter.

The stranger was very kind. He paid the owner of the shelter to look after him.

Jesus asked:

Who was a good neighbour to the man?

The people said:

The stranger who helped him.

Then Jesus said:

Go and do the same to others.



Luke 10:30-37



Tick the right answer:

Who was attacked by robbers?

a priest

a man

a stranger

Where did they leave him?

in a house

on the road



Who walked past him?

a stranger

a temple worker



Who helped him?

a priest

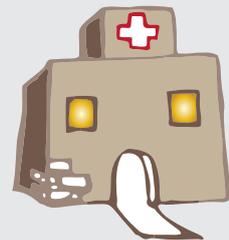
a stranger



Where did he take him?

to the temple

to a shelter

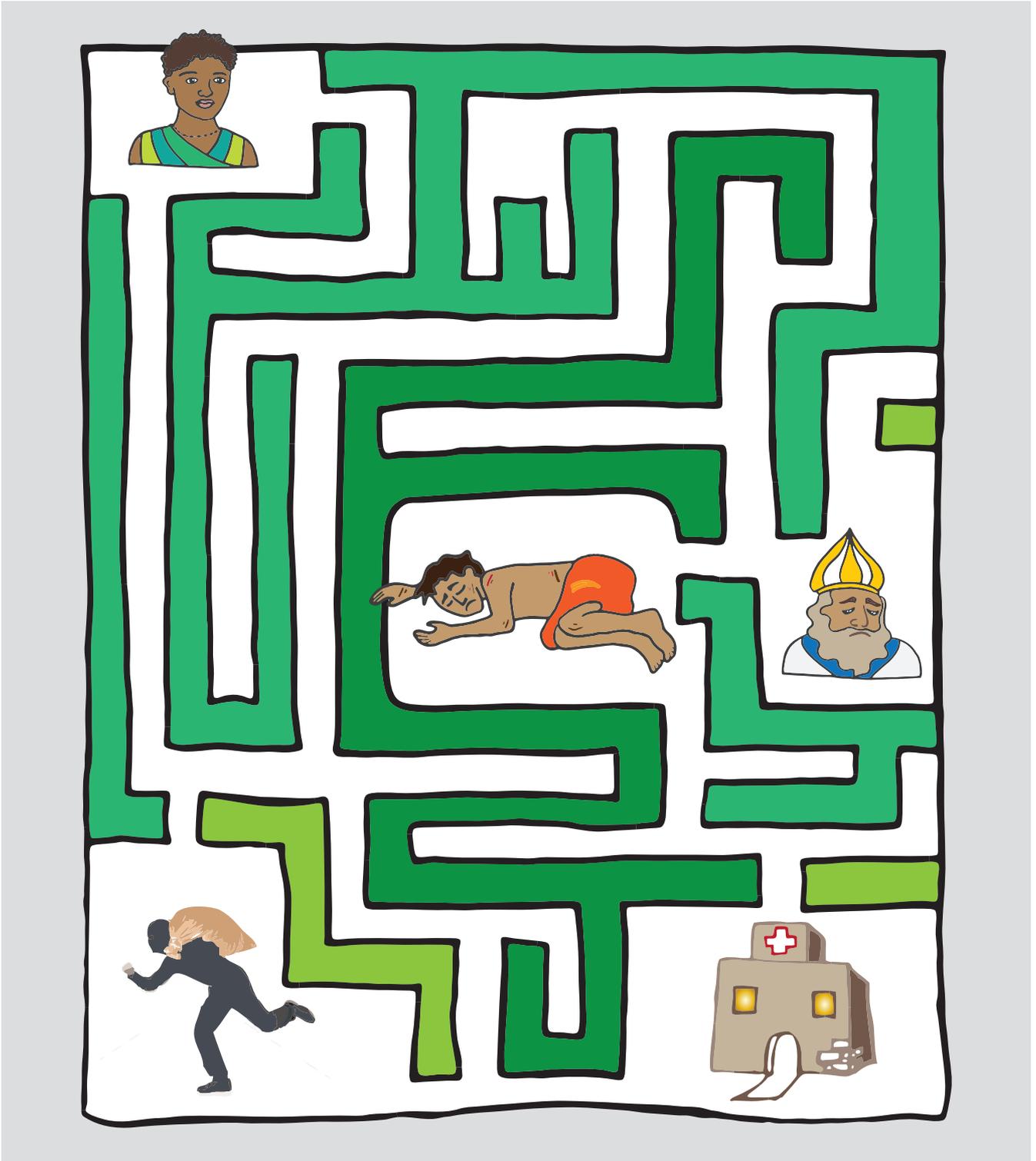


Questions: who, what, where

A man was walking to town.	Who was walking to town?
The robbers beat him.	What d__ the robbers do?
The stranger helped him.	___ helped him?
He took him to a shelter.	Where ___ he t___ him?
He was a good neighbour.	Who ___ a good neighbour?



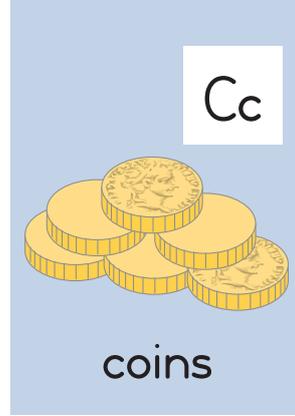
Help the stranger find the wounded man and take him to the shelter.



Complete the words on the dotted line:

Be kind to others.

6. Always do your best



Look Show Say : first / second / third

Present and future

Now!	Still to happen!
Now I take.	Next week I will take.
Today the master gives.	Tomorrow the master will give.
I always come back.	Later I will come back.
Today they do well.	Then they will do well.

There was a rich man who went on a journey. He called his workers and gave them some gold coins.

To the first worker he gave five gold coins. To the second worker he gave two gold coins. To the third worker he gave one gold coin.



Complete the abbreviations on the dotted lines.

1

1st

first

2

2nd

second

3

3rd

third

The worker who had 5  coins worked hard.

He made 5 more coins.

$$5 + 5 = \square$$

The worker who had 2  coins made

2 more coins.

$$2 + 2 = \square$$

The worker who got 1  coin hid the coin in the ground.

$$1 + 0 = \square$$

When the master came back he asked:

“What did you do with the .

The  first one  said: “Sir, you gave me 5 coins and I made 5 more coins!”

“Very  good! I will reward you.”

The  second one  said: "Sir, you  gave me 2 coins and I also made 2 more coins."

"Very  good. I will reward you."

Then he asked the  third one who got only one  coin, "What did you do with the one  gold coin I  gave you?"

He replied: "You are a hard man. I was  afraid so I hid my  coin."

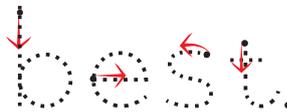
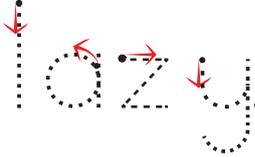
"You  lazy  servant! I will take away your  coin and I will give it to the servant who had 5  coins."



Every one who tries his best, will receive more. Those who are lazy will lose even the little they have.



Complete the words on the dotted line:

Do your . Don't be .



Use the words below to complete the questions:

will

reward

away

receive

take

What will the master do with the servant who had 2 coins?

The master w _ _ _ r _ _ _ _ _ him.

What will the master do with the servant who had 1 coin?

The master _ _ _ _ t _ _ _ his coin _ _ _ _ _ .

What will happen to the person who does his best?

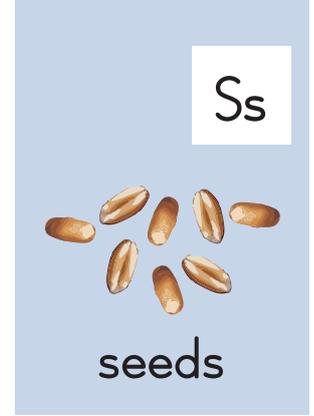
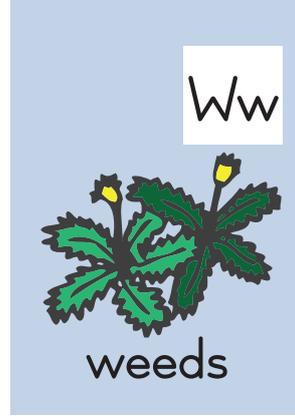
He _ _ _ _ r _ _ _ _ _ more.



Match numbers and words:

•	 1	one	four
••	 2	two	five
•••	 3	three	nine
••••	 4	four	six
•••••	 5	five	ten
••••••	 6	six	three
•••••••	 7	seven	eight
••••••••	 8	eight	one
•••••••••	 9	nine	seven
••••••••••	 10	ten	two

7. Sowing the seed



Look  Show  Say  : grow / get



Present and past

 Now 	 Past: Long ago 
Today the sower sows .	Last week the sower sowed .
Now the seeds fall .	Yesterday the seeds fell .
Now the birds eat the seeds.	Then the birds ate the seeds.
Every year the seeds grow .	Last year the seeds grew .

A sower went out and  sowed some  seeds.
Some  seeds fell on the road. The  birds came
and ate the  seeds.
Some seeds fell on  rocky ground. Some of
the seeds started **growing**.
But they didn't get  water and soon dried up.
Some of the  seeds fell among the  weeds
and  thorns.

There was ~~no~~ room for the new  plants to **grow**. The rest of the seeds fell on  ground. The  plants **grew** and **grew**. They produced  100 times more seeds than the sower  sowed.

   Join the correct numbers and words:

10	20	30	40	50	60	70	80	90	100
									
	twenty	fifty	thirty	ninety	seventy				
	forty	ten	hundred	eighty	sixty				

Note: A blue dashed line connects the number 40 to the word 'thirty'.

Then Jesus said: The  seed is God's  message.  The  seeds that fell on the  road are the people who  hear the  message but  quickly forget it.

The  seeds that fell on the  rocky ground are people who  accept the  message but give up when things go ~~wrong~~.

The seeds that fell amongst the  weeds and  thorns are people who get the message but are too busy doing other things.

The message does not **grow** in their  hearts.

The seeds that fell on  good ground are the people who  hear the message and let it

grow in their  hearts, giving much more  seeds.



What happened first?

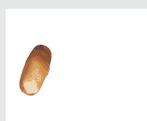
Put the seeds in the right order from 1 - 4:



Some seeds fell among the weeds and the thorns.



Some seeds fell on the rocky ground.



Some seeds fell on the good ground.



Some seeds fell on the road.



Discussion: Growing our own garden.

What seeds can we plant? (Let children come up with some ideas e.g. “love”, “kindness”, “telling the truth”, etc.)



Colour the picture



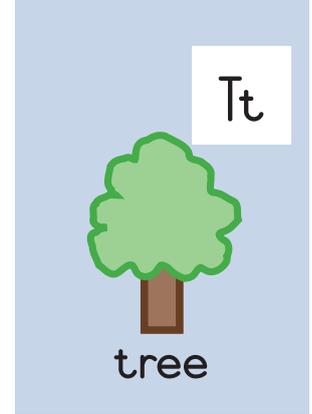
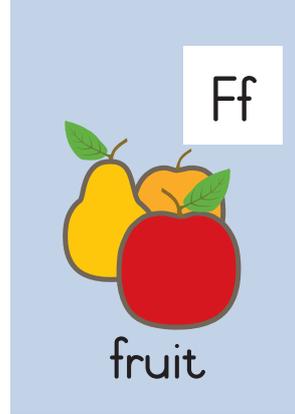
Activity: grow some seeds in empty cans or cups. Show learners how to prepare the soil, how to plant and water the seeds. This is a long term project. Let each child give his seed a name such as “love”, “forgiveness”, “kindness”, etc.



Complete the words on the dotted line:

Grow g o o d s e e d s.

8. Good trees give good fruit



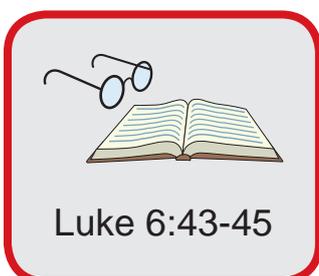
Look Show Say : figs / grapes



Do + do not; Does + does not

Questions	Answers
Do figs grow on thorn trees?	No, they do not .
Does a bad tree bear good fruit?	No, it does not .
Do good trees bear good fruit?	Yes, they do .
Does a bad man bear good fruit?	No, he does not .

One day Jesus said: “A ~~good~~ tree does ~~not~~ bear ~~bad~~ fruit. And a bad tree does ~~not~~ bear ~~good~~ fruit. Every tree has its own fruit. Figs do ~~not~~ **grow** on bushes and grapes do not **grow** on thorn trees.”



A good person brings good from his heart.
A bad person brings bad things from his heart.
The mouth speaks what is in the heart.



Answering questions: Yes and no:

Does a good tree bear good fruit?

Yes, a good tree bears _____ fruit.

Does a thorn tree bear pears?

____, a thorn tree d_____ n____ bear pears.

Do figs grow on fig trees?

____, figs _____ on a fig tree.

Do grapes grow on apple trees?

No, _____ not _____ on apple trees.

Jesus also said:

There was a man who had a fig tree in his garden. One day he looked for figs on the tree. There were no figs. He said to his gardener: "I have never found figs on this tree. Cut it down!"

But the gardener said: "Give it one more year! If it does ~~not~~ do

better next year, then we can cut it down."



Luke 13:6-9



Let's talk:

1. Why did the man want to cut down the tree?
2. Do you think the tree should be given another chance?
3. What kinds of fruit do you bear? (Let learners respond with e.g. "kindness", "honesty", "hard work", etc.)



Draw and colour in the fruit and write the words:

apple

fig

pear

grapes



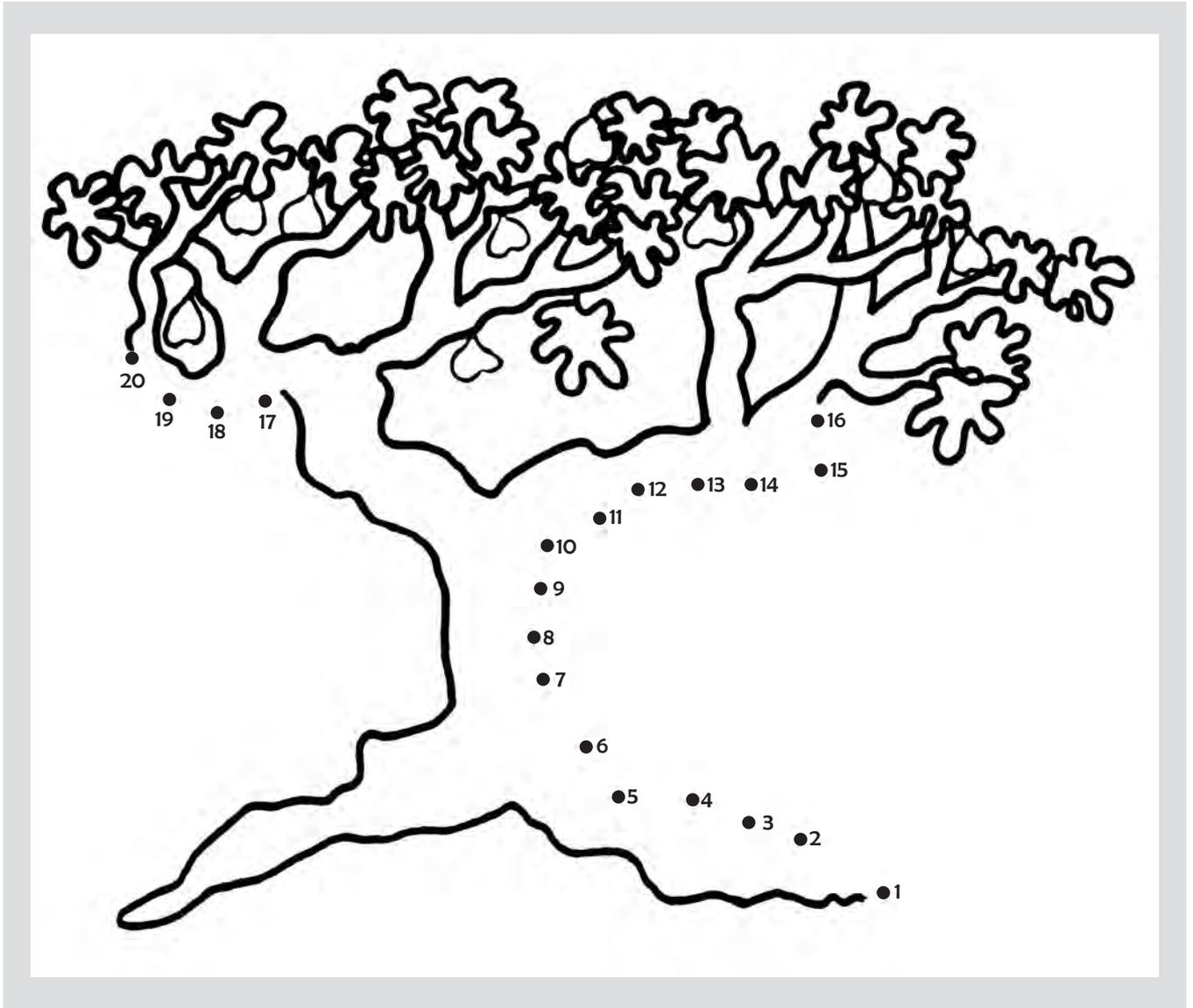
Find the figs. How many figs are there?



Finish the tree by joining the numbers.



Colour in the tree.

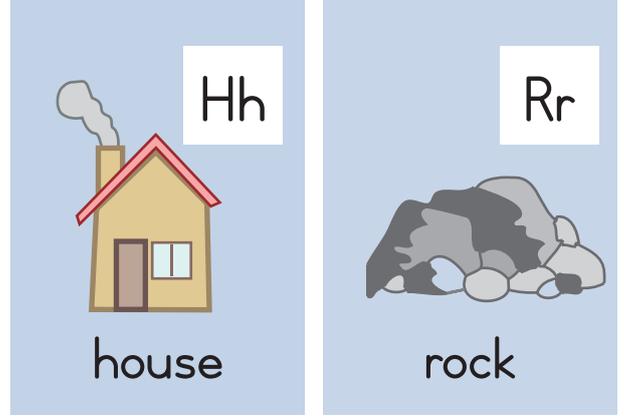


Complete the words on the dotted line:

God always gives us a

chance to change!

9. Build your house on a rock



Look Show Say : deep / strong

Learn these!

Now	Past	Now	Past
build	built	lay	laid
blow	blew	come	came

The kingdom of God is like a wise man who built his house on a rock. He dug down deep and laid a strong foundation. When the rain came and the wind blew, his house did ~~not~~ fall down. But if a person hears my words and does ~~not~~ do what I say, he is like the person who built his house on the sand. When the rain came, that house came crashing down.



Activities to choose from:

1. Talk about different kinds of houses e.g. tents, huts, informal houses, shacks or brick houses. What makes a house safe?
2. Build a house using waste materials such as cardboard boxes, egg or shoe boxes, styrofoam, etc. You'll need glue, scissors, crayons, etc.



Sing and act out the song:



Matthew 7:26-27

The wise man built his house

The wise man built his house upon the rock (3x)

And the rain came falling down

The rain came down and the floods came up (3x)

But the wise man's house stood firm.

The foolish man built his house upon the sand (3x)

And the rain came falling down.

The rain came down and the floods came up (3x)

And the foolish man's house fell down flat!  (1x)

So, build your house on the Lord Jesus Christ (3x)

And the blessings come tumbling down.

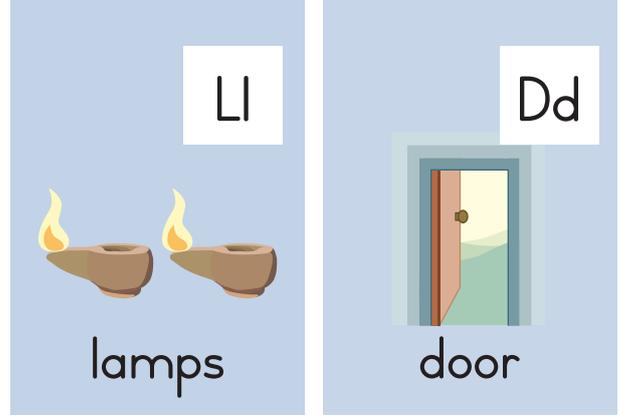
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Complete the words on the dotted line:

Build your **h** **o** **u** **s** **e** on a **r** **o** **c** **k**!

10. Ten young girls



Look  Show  Say  : wise / unwise



Jesus told the story of 10 young girls waiting for the bridegroom. They took their lamps and waited.

Five  girls did ~~not~~ bring extra  oil for their lamps. They were very ~~un~~wise.

Five  girls brought extra  oil for their lamps. They were very wise.

It became very late and the girls fell asleep.

 At midnight they heard: “The bridegroom is here! Come and meet him!”



The ten young girls turned up their lamps.

The 5 unwise girls **said**: “Oh no! Our lamps

are going out. Give us some of your oil.”

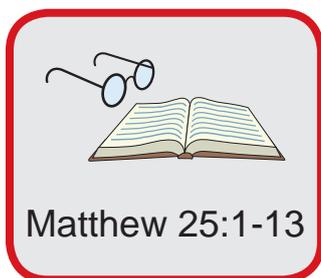


No, there is not enough for you and us. Go to the shop and buy some!

So the five ~~unwise~~ girls went to buy some oil. Then the bridegroom came. The five wise girls went to the wedding and the doors were closed. The five ~~unwise~~ girls came back and banged on the door!

“Please let us in!”

“No! I do not know you!” said the bridegroom.



Matthew 25:1-13

“Always be prepared. You do not know the time when the day of the Lord will come.”



What is the time?



What is the time?

The time is _ _ _ o'clock.



Ten young girls wait for the bridegroom.

What is the time?

The time is _ _ _ minutes past _ _ _ .

Has the bridegroom arrived?

No, he _ _ _ not _ _ _ _ _ .



The girls get tired and fall asleep.

What is the time?

The time is _ _ _ _ _ o'clock.



What time did the bridegroom arrive?

He arrived at _ _ _ _ _ o' _ _ _ _ .

Were the five unwise girls on time
for the wedding?

No, they _ _ _ _ not _ _ t _ _ _ .



Activity:

Make a clock face and hands to cut out and use. Move the hands to different times and say the time out loud.



Sometimes the same sounds have a different spelling. Learn the following rhyme. Watch the sound and spelling of the letters in colour. Connect the words that match.

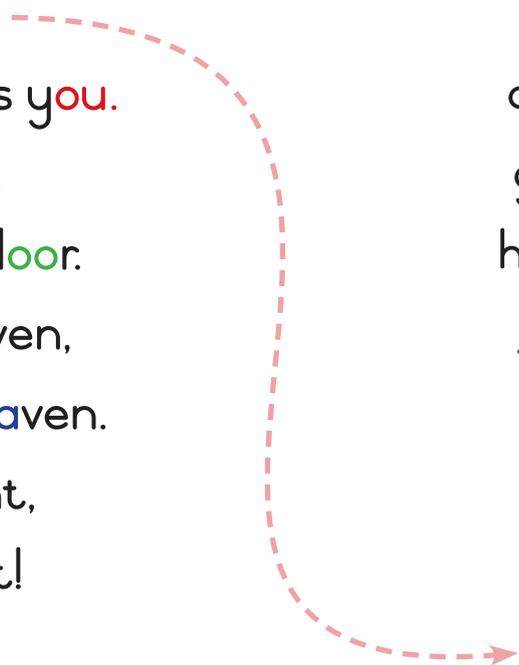


Counting rhyme



One **two**,
 Jesus loves **you**.
 Three **four**,
 He is the **door**.
 Five six **seven**,
 He is in **heaven**.
 Seven **eight**,
 He is **great**!
 Nine **ten**,
 He will come **again**!

t _ n
 ag _ _ n
 gr _ _ t
 h _ _ ven
 _ _ ght
 y _ _
 d _ _ r
 f _ _ r
 t _ _
 s _ v _ n



Complete the words on the dotted line:

Always be **r**e**a**d**d**y

Teaching tips



Note on “a”

The letter “a” has different sounds in different words: Connect the words that sound the same to the correct box. Read all the words clearly. Learners repeat several times. Join the right words to the right box.

	am	was	ball	made					
all	far	glad	bad	are	gave	grass	call	save	

Look for more “a” sounds in the lessons you’ve done.



Letter pairs (beginner)



These letters take hands to make different sounds: a e i o u

eo	ou	ea	oa	ie	ai
people	house	bread	road	priest	said
-	ground	heaven	board	thief	rain



Say the words out loud and complete them on the lines:

bread	br_ _ d	people	p_ _ ple
road	r_ _ d	house	h_ _ se
priest	pr_ _ st	said	s_ _ d
friend	fr_ _ nd	thief	th_ _ f



Find other words with the same sounds in the lessons you’ve done.



Letter pairs (advanced)



Pairs that look the same but don't sound the same.

Example: the 'ea' pair can have five different sounds:

1 = ear hear

2 = eat meat speak leave beat

3 = earth heard pearl

4 = heaven heavy pear head

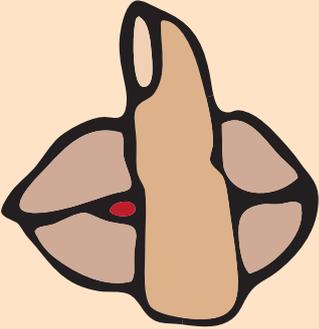
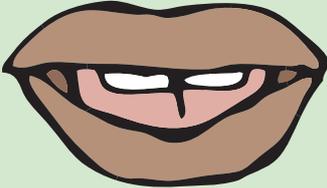
5 = heart



Sounds using lips, tongue and teeth



Demonstrate the following sounds:

shhhhh	ththth	chchch
Pout lips and blow air through mouth.	Press tongue against top teeth and force air past the teeth.	Press tongue against roof of mouth and force air out.
		
she	the	chop
sheep	then	choose
show	thief	change
shop	thorns	children



Action words that change in the past

Now/today/this minute

Then/last year

Just now/already

I **go**

I **went**

I **have gone**

The seeds **grow**

The seeds **grew**

They **have grown**

He **gives**

He **gave**

He **has given**

They **spend**

They **spent**

They **have spent**

The man **sees**

He **saw**

He **has seen**



Opposites



Let the learners repeat the following opposites and help them to think of more examples:

sad > glad/happy

good > _ _ _

lost > found

wise > _ _ _ _ _



Numeracy exercises



What's the next number? Add the same number each time.

Complete the following number sequences using the number line to help you:

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25

1 3 5 19

In this sequence there's a difference of 2 between each number.

2 4 6 20

In this sequence there is a difference of _ between each number.

2 5 8 14

In this sequence there is a difference of _ between each number.



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