

Scripture Devotions for Beginning English Language Learners

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Introduction

This book contains devotions for 34 scripture verses or passages. The devotions are designed for beginning English language learners. Since the targeted students know little English, the devotions suggest using a variety of visuals as well as gesturing and miming to communicate ideas.

These devotions may be adapted for students who have more advanced English skills. You may rely less on visuals and gesturing for these students and engage in more conversation about the message in the verses.

Having a Bible on hand as you lead each devotion reminds students that the verses are from the Bible. A Bible is only listed as a required material in devotions in which you will actually use the Bible as a prop to communicate an idea.

May you and your students be blessed by God's Word!

"So will My word be which goes forth from My mouth;
It will not return to Me empty,
Without accomplishing what I desire,
And without succeeding in the matter for which I sent it."

Isaiah 55:11

LIGHT VERSE #1

1 John 1:5

God is light. There is no darkness in Him at all.

New International Reader's Version

Objective

God is light.

Materials

- A candle or flashlight.
- Copies of the verse in the native languages of your students.

Devotional

- Write the verse on the board and read it aloud.
- Point out and recite the word *darkness*.
- Turn off the lights in your classroom to communicate the meaning of darkness.
- Turn on the flashlight or light the candle to communicate the meaning of light
- Recite the word *light*.
- Gesture/mime to communicate that God is light—that He is the Light in our darkness.
- Have students recite the verse with you.
- Distribute copies of the verses in the students' languages.

Pray

LIGHT VERSE #2

2 Peter 1:19

We have the word. You must pay attention to it. It is like a light shining in a dark place.

New International Reader's Version

Objective

We find God's light in His Word.

Materials

- A flashlight
- A Bible
- Copies of the verse in the native languages of your students.

Devotional

- Write the verse on the board and read it aloud.
- Review the words *light* and *dark(ness)* from Light Verse #1.
- Hold up the Bible and recite the word *word*.
- Say and gesture that the Bible is God's word.
- Turn off the lights in your classroom as you did for Light Verse #1 and shine the flashlight on the Bible.
- Gesture that the Bible brings us light.
- Have students recite the verse with you.
- Distribute copies of the verses in the students' languages.

Pray

LIGHT VERSE #3

John 8:12

Jesus said, "I am the light of the world. Those who follow me will never walk in darkness. They will have the light that leads to life."

New International Reader's Version

Objective

Jesus is God's light. Following Him is life.

Materials

- A type of light (this may be simply the lighting in your classroom)
- Copies of the verse in the native languages of your students.

Devotional

- Write the verse on the board and read it aloud.
- Review the words *light* and *dark(ness)* from Light Verses 1 and 2.
- Turn off the classroom lights and say "darkness." Turn on the light and say "light." Do this several times.
- When you turn on the light another time, say "Jesus is the light."
- When you turn off the lights again, say "No Jesus, no light."
- Have students recite the verse with you.
- Distribute copies of the verses in the students' languages.

Pray

LIGHT VERSE #4

2 Corinthians 4:4

The god of this world has blinded the minds of those who don't believe.
They can't see the light of the good news of Christ's glory.

New International Reader's Version

Objective

Some individuals are blind to God's light.

Materials

- A blindfold
- A Bible
- Copies of the verse in the native languages of your students.

Devotional

- Write the verse on the board and read it aloud.
- Review the words *light* and *dark(ness)*.
- Turn the classroom lights on and off, reminding students that Jesus is light; without Jesus there is darkness.
- Keeping the lights on, put on the blindfold and gesture that you can't see where you are going.
- Gesture/mime that even though the room is filled with light—God's light—you are blind to His light.
- Have students recite the verse with you.
- Distribute copies of the verses in the students' languages.

Pray

LIGHT VERSE #5

John 12:46

I have come into the world to be a light. No one who believes in me will stay in darkness.

New International Reader's Version

Objective

We must believe to come into God's light.

Materials

- A blindfold
- Copies of the verse in the native languages of your students.

Devotional

- Write the verse on the board and read it aloud.
- Review the words *light* and *dark(ness)*.
- Emphasize the word *believes*. To communicate the word *believes*, fall to your knees and gesture that you are praying.
- Stand up and put on the blindfold. Repeat the miming you did for light verse #4, indicating that you cannot see even though the room is filled with light. Tell students you are in darkness.
- Take off your blindfold and fall to your knees in prayer, emphasizing that you now believe.
- Have students recite the verse with you.
- Distribute copies of the verses in the students' languages.

Pray

LIGHT VERSE #6

2 Timothy 1:10

Jesus has destroyed death. Because of the good news, he has brought life out into the light.

New International Reader's Version

Objective

God's light brings life and destroys death.

Materials

- A blindfold
- Several small items you can "destroy" such as a piece of paper, a plastic cup, etc.
- Copies of the verse in the native languages of your students.

Devotional

- Write the verse on the board and read it aloud.
- Review the words *light* and *dark(ness)*.
- Write on the board: darkness = death
- Display the image of the cemetery (see page 7). Indicate that the cemetery represents death.
- Point out the word *destroyed*.
- Communicate the word *destroy* by, for example, tearing up the piece of paper and stomping on the plastic cup.
- Gesture/mime that Jesus has destroyed death.
- Display the image from page 8 that displays a "x" over the cemetery.
- Have students recite the verse with you.
- Distribute copies of the verses in the students' languages.

Pray

darkness = death



light = life, no death



LIGHT VERSE #7

Revelation 22:5

There will be no more night. We will not need the light of a lamp or the light of the sun. The Lord God will give us light.

New International Reader's Version

Objective

In eternity, God is the only source of light.

Materials

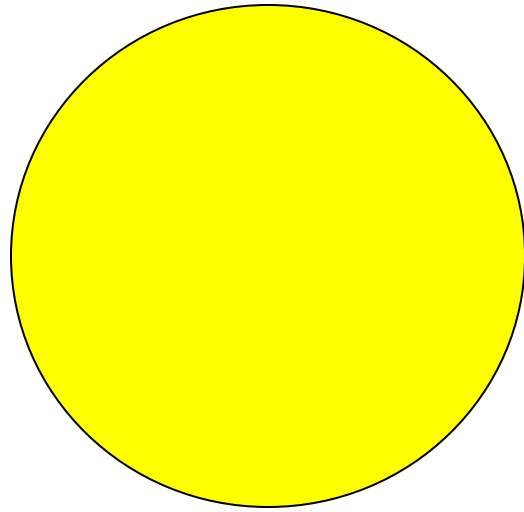
- Image from pages 10 and 11.
- Copies of the verse in the native languages of your students.

Devotional

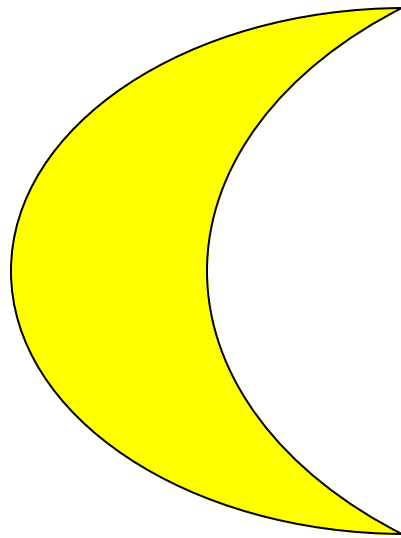
- Write the verse on the board and read it aloud.
- Review the words *light* and *dark(ness)*.
- Write on the board: light = day dark = night
- Gesture/mime the difference between day and night.
- Display the images of the sun and moon on page 10. Gesture that the sun is the light of the day and the moon is the light of the night.
- Tell students that one day we will not need the sun and moon for light. Display the images of sun and moon on page 11.
- Gesture/mime that God will be our only light.
- Have students recite the verse with you.
- Distribute copies of the verses in the students' languages.

Pray

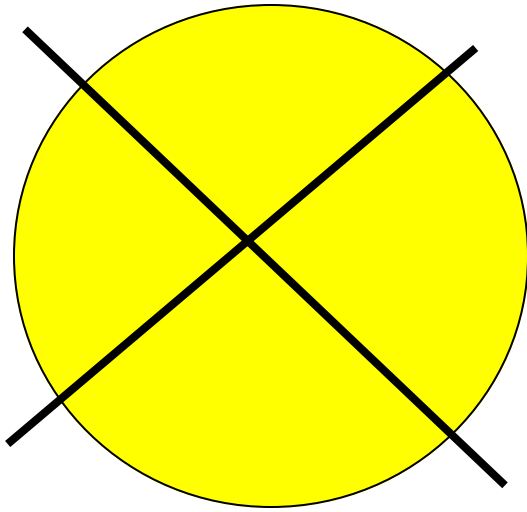
sun



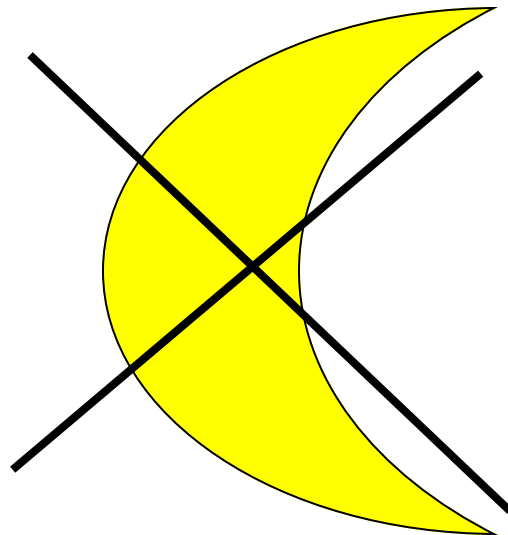
moon



sun



moon



God will be the light.

WATER VERSE #1

Psalm 42: 1, 2

A deer longs for streams of water. God, I long for you in the same way. I am thirsty for God.

New International Reader's Version

Objective

All of us are thirsty for God.

Materials

- Visual that shows a deer by water (you may use the example on page 13).
- Copies of the verse in the native languages of your students.

Devotional

- Write the verse on the board and read it aloud.
- Display your visual, teaching/reviewing the words *water*, *deer*, and *thirsty*.
- Gesture/mime the deer's need/thirst for water.
- Gesture/mime your need/ your thirst for water.
- Gesture/mime that you also thirst for God. (Show how you long to read the Bible and to pray.)
- Have students recite the verse with you.
- Distribute copies of the verses in the students' languages.

Pray



WATER VERSE #2

John 4:14

But anyone who drinks the water I give him will never be thirsty. In fact, the water I give him will become a spring of water in him. It will flow up into eternal life.”

New International Reader’s Version

Objective

Only God can satisfy our thirst.

Materials

- Visual that shows a waterfall or fountain (you may use the example on page 15).
- Cup or glass with water.
- Copies of the verse in the native languages of your students.

Devotional

- Write the verse on the board and read it aloud.
- Display your visual, teaching/reviewing the words *water* and *thirsty*.
- Teach *drinks the water* by drinking from the cup and mime/gesture how drinking satisfies your thirst.
- Gesture/mime how the water in your visual is ever flowing, never stopping.
- Have students recite the verse with you. (Since this verse is quite long, you may want students to recite only a portion of the verse.)
- Distribute copies of the verses in the students’ languages.

Pray



WATER VERSE #3

Isaiah 55:1

Come, all of you who are thirsty. Come and drink the water I offer to you. You who do not have any money, come. You will not have to pay anything for it.

New International Reader's Version

Objective

It costs nothing to obtain the living water that satisfies our thirst.

Materials

- Some cash and coins.
- Visual of the waterfall from water verse #3 (page 15).
- Optional: visual on page 17.
- Copies of the verse in the native languages of your students.

Devotional

- Write the verse on the board and read it aloud.
- Display the waterfall visual, teaching/reviewing the words *water*, *thirsty*, and *drink*.
- Teach the words *money* and *pay* using your cash and coins.
- Pretend to buy several things; then ask how much it costs to buy the fountain of water that God gives us.
- Point out in the verse where it says we do not need money; we do not need to pay anything. (You may use the optional visual on p. 17 to support this idea.)
- Have students recite the verse with you.
- Distribute copies of the verses in the students' languages.

Pray



WATER VERSE #4

Jeremiah 2:13

My people have deserted me, even though I am the spring of water that gives life. And they have dug their own wells. But those wells are broken. They cannot hold any water.

New International Reader's Version

Objective

Even though God is the only one who can satisfy our thirst and He offers his living water without cost, we choose to try to satisfy our thirst using our own resources.

Materials

- Visual of the waterfall from page 15.
- Visual of broken, leaking water jar on page 19.
- A container for water such as a jar or pitcher.
- Copies of the verse in the native languages of your students.

Devotional

- Write the verse on the board and read it aloud.
- Display the waterfall visual from p. 15, reviewing how the fountain represents the life that God gives us without cost.
- Post the waterfall visual somewhere in the classroom.
- Gesture/mime how you do not want the waterfall. Go to another part of the room and pretend to dig a hole/well. Teach the word *deserted* here.
- Pretend to drink water from the hole; then, mime placing the water into a container (use the jar or pitcher here filled with very little water).
- Act surprised that you have very little water and look longingly at the waterfall.
- Mime how people—all of us—choose the pitcher with little water over God's fountain.
- Post the visual of the leaking water jug. Gesture to show the contrast and emphasize that God alone gives us the fountain.
- Have students recite the verse with you.
- Distribute copies of the verses in the students' languages.

Pray



WATER VERSE #5

John 7:38

Does anyone believe in me? Then, just as Scripture says, streams of living water will flow from inside him.”

New International Reader’s Version

Objective

Even though God’s living water is free, faith/belief is required.

Materials

- Visuals of the waterfall and broken jar from pages 15 and 19.
- Copies of the verse in the native languages of your students.

Devotional

- Write the verse on the board and read it aloud.
- Underline the word *believe*.
- Display the waterfall and broken jar visuals.
- Gesture/mime that the difference between the two visuals is *believe*.
- It is difficult to communicate the translation of the word *believe* through mime and gesture. At this point, it may be best to allow students to read the verse in their own language.
- Distribute copies of the verses in the students’ languages.
- Have students recite the verse with you.

Pray

WATER VERSE #6

Psalm 1: 1, 3

Blessed is the one who obeys the law of the LORD.

He is like a tree that is planted near a stream of water. It always bears its fruit at the right time. Its leaves do not dry up.

New International Reader's Version

Objective

God's word helps us to stay planted by the water that gives us life.

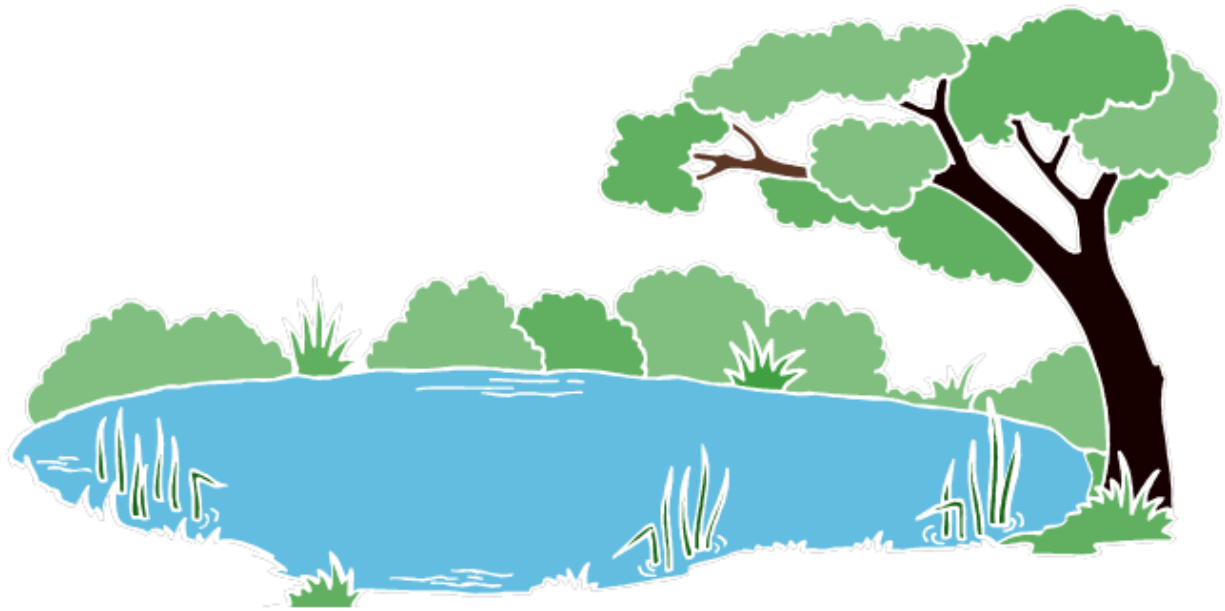
Materials

- Visual that distinguishes a healthy tree with plenty of water from one that is dry and dying due to lack of water (you may use the visual on page 22).
- Copies of the verse in the native languages of your students.

Devotional

- Write the verse on the board and read it aloud.
- Display your visual, teaching/reviewing the words *water*, *tree*, and *leaves*.
- Gesture/mime the tree's need for water.
- Point out the difference between the healthy tree and the tree that is dried up.
- Hold up the Bible and gesture/mime how valuable the Word of God is to you.
- Gesture/mime that the Word of God in your life is like the healthy tree.
- Put the Bible away from you pretending that you don't want it or like it. Show how this attitude correlates with the dried up, unhealthy tree.
- Have students recite the verse with you. (Since this verse is quite long, you may want students to recite only a portion of the verse.)
- Distribute copies of the verses in the students' languages.

Pray



WATER VERSE #7

Revelation 21:6

He said to me: "I am the Alpha and the Omega, the Beginning and the End. To the thirsty I will give water without cost from the spring of the water of life.

New International Reader's Version

Objective

- To review the main concepts from the earlier water verses: that we are thirsty and that God gives us the water of life without cost.
- God is eternal; there is nothing before Him or after Him. There is no one else who can provide living water.

Materials

- Copies of the verse in the native languages of your students.

Devotional

- Write the verse on the board and read it aloud.
- Go over the final sentence in this verse. This should be a review of words and concepts from the previous water verses.
- Write the words *alpha* and *omega* on the board, and write beneath these words *beginning* and *end*.
- Use items in your classroom to gesture/mime the meaning of beginning and end (e.g., the beginning and end of a book, the beginning and end of a ruler).
- Gesture/mime to show that God is different; he has no beginning or end.
- Have students recite the verse with you.
- Distribute copies of the verses in the students' languages.

Pray

WATER VERSE #8

Psalm 63:1

God, you are my God. I greatly long for you. With all my heart I thirst for you in this dry desert where there isn't any water.

New International Reader's Version

Objective

Life without God is like a desert; life with God is like a fountain of water.

Materials

- Visual of desert from page 25 and of waterfall from page 15.
- Copies of the verse in the native languages of your students.

Devotional

- Write the verse on the board and read it aloud.
- Point out the word *heart* and gesture where your heart is.
- Review the meaning of the words *thirst* and *water*.
- Display the visual of the desert.
- Gesture/mime that there is no water in a desert; you are thirsty in a desert.
- Display the waterfall visual next to the desert. Emphasize the contrast.
- Review how God provides us with living water without cost.
- Have students recite the verse with you.
- Distribute copies of the verses in the students' languages.

Pray



WATER VERSE #9

Isaiah 58:11

I will satisfy your needs in a land that is baked by the sun.

You will be like a garden that has plenty of water. You will be like a spring whose water never runs dry.

New International Reader's Version

Objective

Life without God is like a desert; when God lives in you, he changes your desert into a watered garden.

Materials

- Visual of garden from page 27 and of desert from page 25.
- Copies of the verse in the native languages of your students.

Devotional

- Write the verse on the board and read it aloud.
- Review the word *desert* from water verse #8 (p. 24) and display the desert visual from page 25.
- Point out that “a land baked by the sun” is the same as a desert.
- Display the visual of the garden from page 27.
- Emphasize the differences in the garden and desert, pointing out the reason for the difference—the availability or lack of water.
- Gesture/mime that God changes our desert-like lives into beautiful gardens.
- Have students recite the verse with you.
- Distribute copies of the verses in the students’ languages.

Pray



PATH VERSE #1

Isaiah 42:16

My people are blind. So I will lead them along paths they had not known before. I will guide them on roads they are not familiar with. I will turn the darkness into light as they travel.

New International Reader's Version

Objective

We are blind, but God guides us.

Materials

- A blindfold
- A candle or flashlight.
- A path (create a path in the classroom; for example, you may place sheets of paper on the floor as stepping stones).
- Copies of the verse in the native languages of your students.

Devotional

- Write the verse on the board and read it aloud.
- Point out and recite the word *path(s)*.
- Show the path you have created in the classroom and walk along it.
- Put on the blindfold and show that you cannot walk along the path.
- Point out the word *blind* in the verse and gesture to show that you are blind.
- Have an assistant teacher or student take off your blindfold. Gesture for them to lead you along the path.
- Gesture/mime to communicate that God takes away our blindness and leads us along the path.
- Have students recite the verse with you.
- Distribute copies of the verses in the students' languages.

Pray

PATH VERSE #2

Jeremiah 50:6

My people have been like lost sheep. They have wandered down the wrong paths. They have forgotten that I am their true resting place.

New International Reader's Version

Objective

Instead of following God, we wander down paths that lead away from Him.

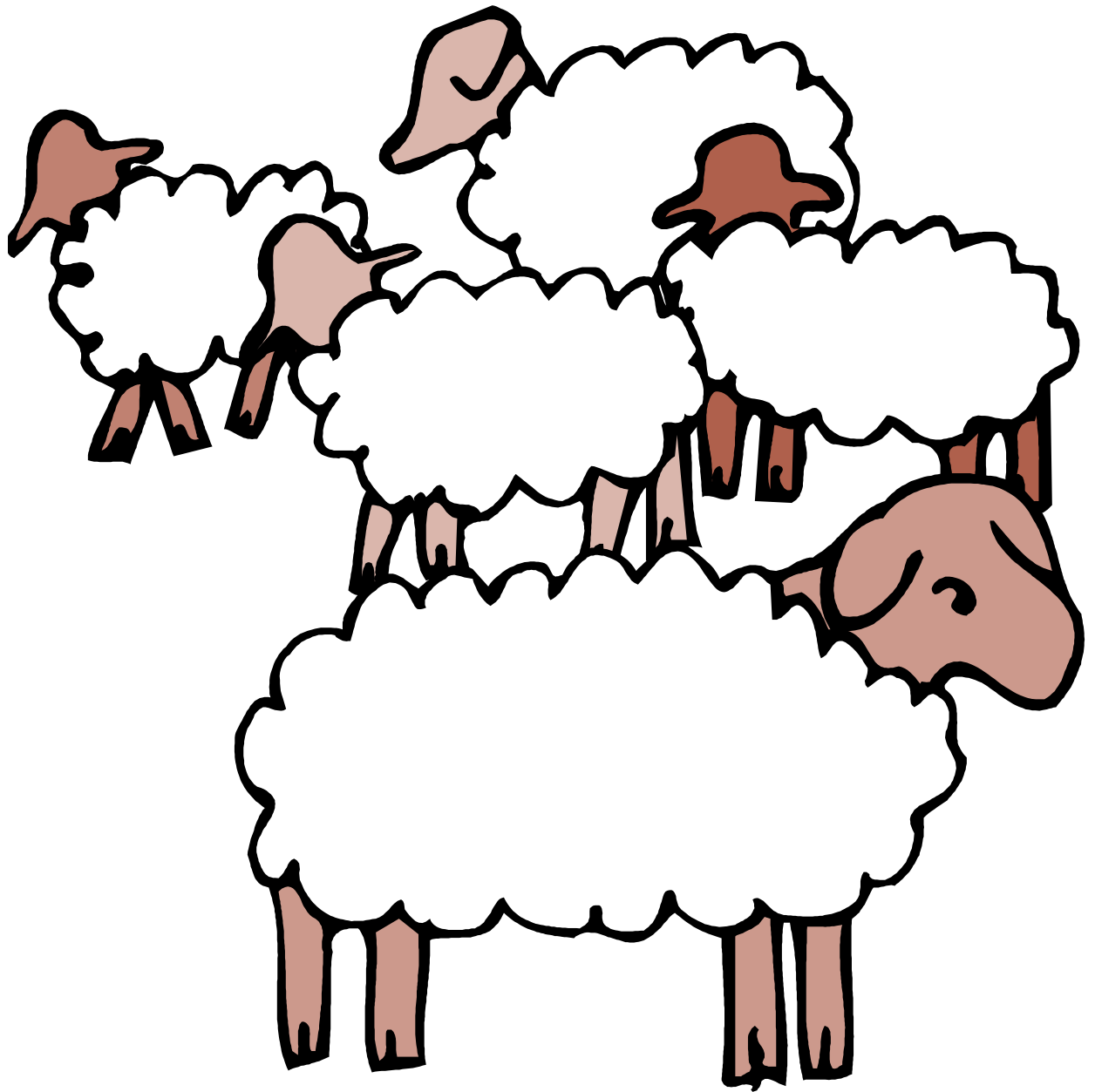
Materials

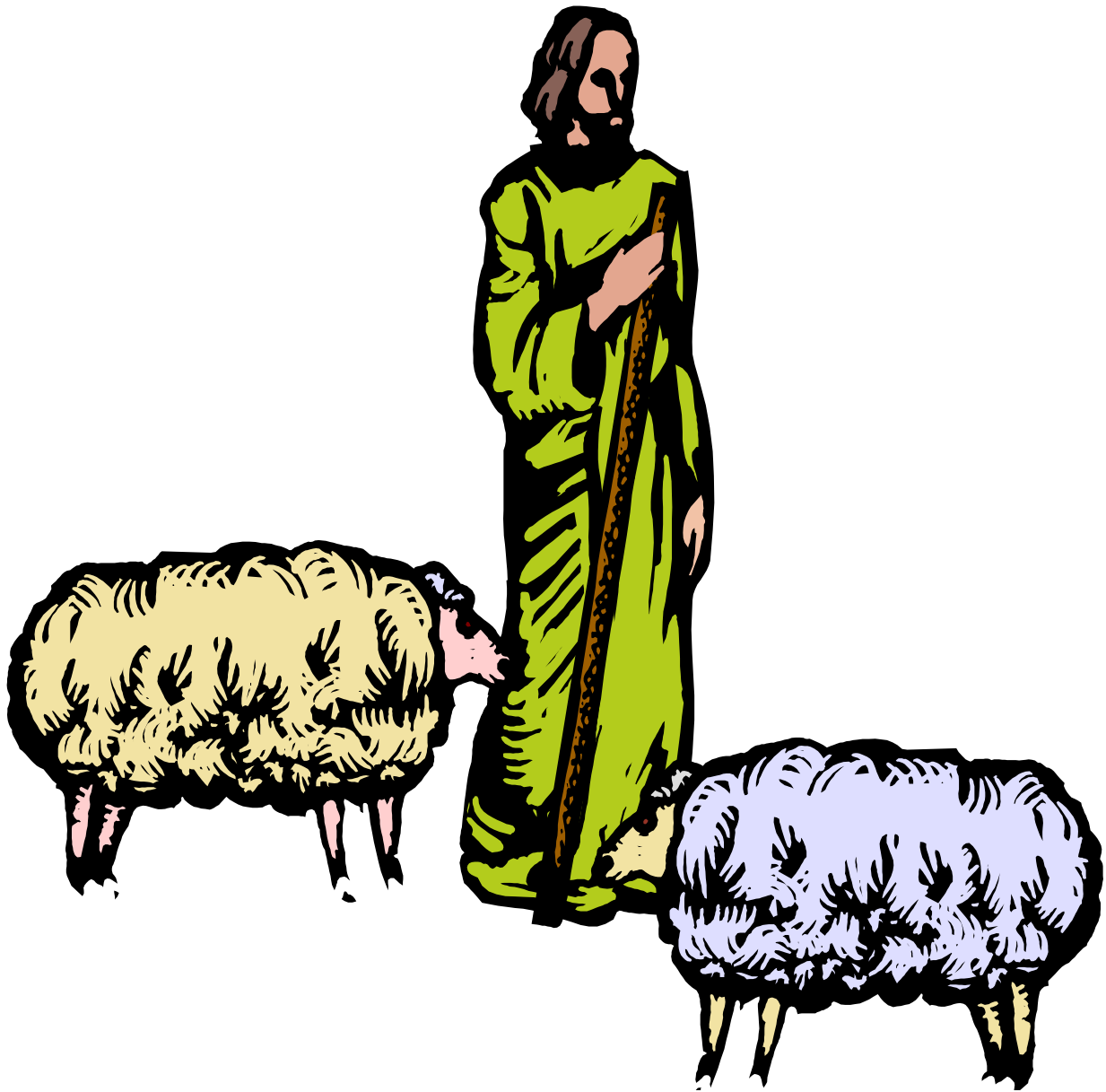
- Sheets of paper in two colors; one color for the right path and another color for the wrong path
- Pictures of sheep and a shepherd (pages 30-31)
- Bible
- Copies of the verse in the native languages of your students.

Devotional

- Write the verse on the board and read it aloud.
- Display the picture of sheep on page 30 and teach the word *sheep*.
- Display the picture of the shepherd with the sheep on page 31. Teach the word shepherd. Mime/gesture that the shepherd takes care of the sheep
- Place the picture of the shepherd in a visible place in the classroom.
- Create a paper path that leads to the shepherd. Create two other paths of different colored paper that lead away from the shepherd.
- Review the word *path*.
- Hold the picture of the sheep. Say and gesture that you are a sheep and wander down the wrong path. Act confused, lost, and, sad.
- Then, find the right path and walk to the shepherd. Act happy and relieved.
- Gesture/mime that the path that leads to the shepherd is God's path.
- Hold up the Bible and gesture/mime that God's path is found in the Bible.
- Have students recite the verse with you.
- Distribute copies of the verses in the students' languages.

Pray





PATH VERSE #3

Proverbs 12:26

Godly people are careful about the friends they choose. But the way of sinners leads them down the wrong path.

New International Reader's Version

Objective

We allow people to lead us down paths that lead away from God.

Materials

- Sheets of paper in two colors; one color for the right path and another color for the wrong path
- Picture of a shepherd (page 31)
- Bible

Devotional

- Write the verse on the board and read it aloud.
- Create two paper paths of different colors as you did for Path Verse #2. The "right path" leads to the picture of the shepherd (page 31), also as last week.
- Teach the words *right* and *wrong*.
- Hold up the Bible and pretend to read it. Walk the "right" path toward the shepherd, gesturing/miming that the Bible guides you down the right path that leads to the shepherd.
- Now, show a different scenario. Go back to your original starting point but this time you are distracted from reading the Bible.
- Look to the wrong path. Pretend you see someone on the wrong path and gesture/mime that they are trying to get you to follow them down the wrong path. (If you have an assistant teacher, he or she can portray the "friend" on the wrong path.)
- Leave the Bible and follow your friend to the wrong path.
- Gesture/mime that you know you have made a mistake by following your friend.
- Have students recite the verse with you.
- Distribute copies of the verses in the students' languages.

Pray

PATH VERSE #4

Your word is like a lamp that shows me the way. It is like a light that guides me.

New International Reader's Version

Objective

The Bible guides us down God's path.

Materials

- Sheets of paper in two colors; one color for the right path and another color for the wrong path
- A flashlight
- A Bible
- Picture of shepherd (page 31)
- Copies of the verse in the native languages of your students.

Devotional

- Create the same paths that you created for Path Verse #3 with the right path leading to the shepherd.
- Write the verse on the board and read it aloud.
- Review the word *light* from Light Verse #1.
- Teach the word *lamp*. You may use the image of the lantern on page 34 as an example of a lamp.
- Hold up the Bible and recite the word *word*.
- Say and gesture that the Bible is God's word.
- Turn off the lights in your classroom and pretend that you don't know where to go.
- Shine the flashlight on the Bible, then on the right path, walking slowly on the right path toward the shepherd, gesturing that the Bible is guiding you.
- Have students recite the verse with you.
- Distribute copies of the verses in the students' languages.

Pray



PATH VERSE #5

John 14:6

Jesus answered, "I am the way and the truth and the life. No one comes to the Father except through me.

New International Reader's Version

Objective

Jesus is the Way; he is the only path that leads to God.

Materials

- Sheets of paper in two colors; one color for the right path and another color for the wrong paths. For this week, write the name *Jesus* on each of the right path sheets of paper.
- A Bible
- Picture of shepherd (page 31)
- Copies of the verse in the native languages of your students.

Devotional

- Using the sheets of paper, create one right path that leads to the Shepherd, and several wrong paths that lead away from him. Have the blank side of the right path sheets facing up (the name Jesus is facing the floor.)
- Write the verse on the board and read it aloud.
- Review the word *path*.
- Point to or walk along the right path leading to the shepherd, and say, gesture, mime that is the path that leads to God.
- Gesture/mime that all the other paths lead away from God.
- Turn over the right path sheets revealing the name Jesus.
- Write the name Jesus on the board and say, Jesus is the path to God.
- Have students recite the verse with you.
- Distribute copies of the verses in the students' languages.

Pray

SALVATION VERSE #1

Matthew 1:21

The angel said to Joseph, "Mary is going to have a son. You must give him the name Jesus. That is because he will save his people from their sins."

New International Reader's Version

Objective

Jesus was born to save us from our sins.

Materials

- Pictures of the angel, Joseph, Mary and Jesus (pages 37 and 38)
- Copies of the verse in the native languages of your students.

Devotional

- Write the verse on the board and read it aloud.
- Hold up the picture on page 37, pointing out the characters and saying *angel* and *Joseph*.
- Gesture/mime that the angel is talking to Joseph.
- Teach or review the words *mother*, *son*, and *name*.
- Hold up the picture on page 38, pointing out that Mary is the mother and Jesus is the son.
- The last sentence in the verse is difficult to translate so distribute copies of the verses in the students' languages.
- Have students recite the verse with you.

Pray





SALVATION VERSE #2

Isaiah 53: 4, 5

Jesus suffered the things we should have suffered. He took on the pain that should have been ours. His wounds have healed us.

New International Reader's Version

Objective

Jesus suffered what we should have suffered in order to heal us.

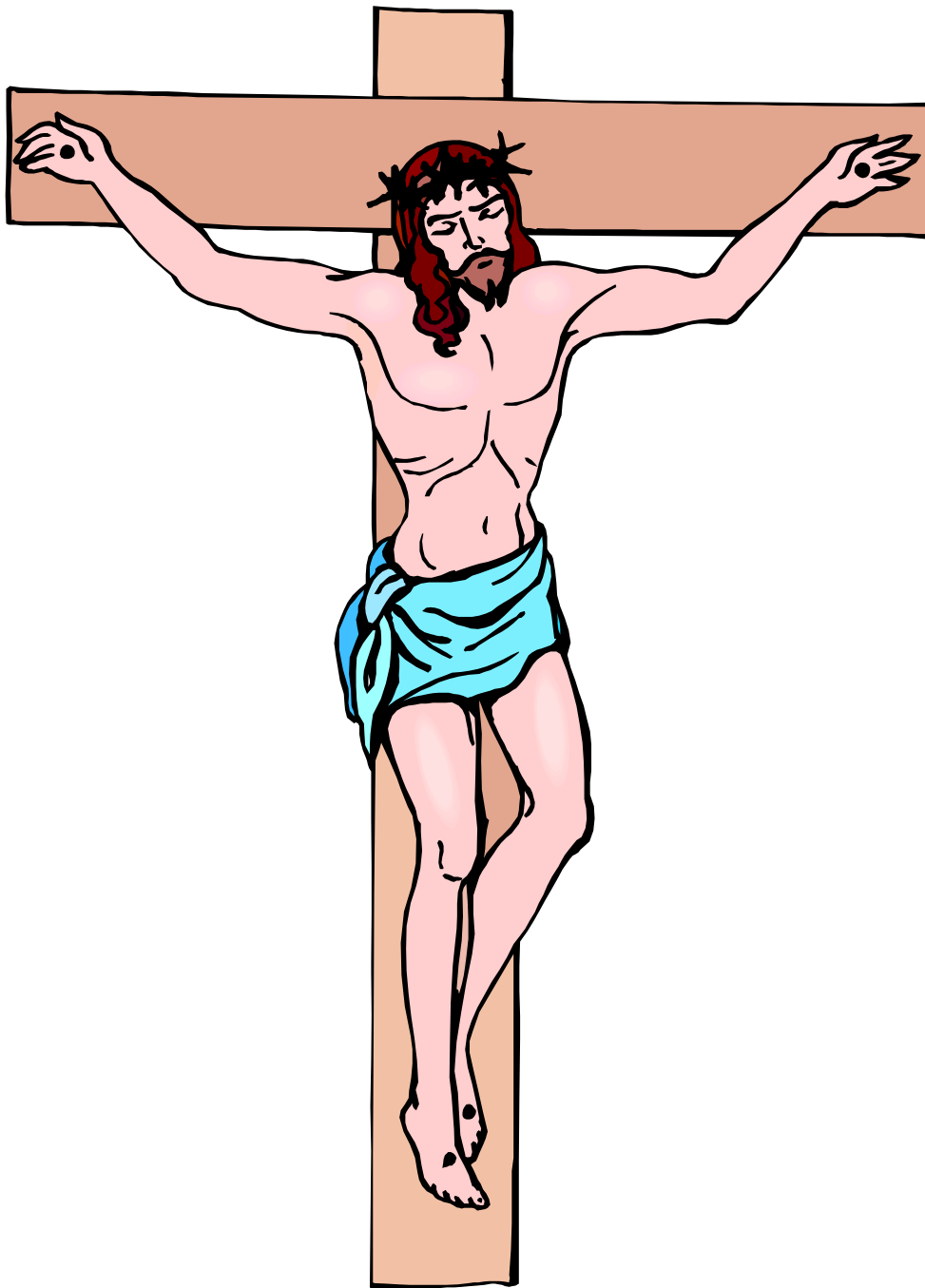
Materials

- Bandaid
- Picture of the crucified Christ on page 40
- Copies of the verse in the native languages of your students.

Devotional

- Write the verse on the board and read it aloud.
- Point out the word *pain*.
- Pretend to cut yourself. Gesture/mime that you are in pain.
- Display the bandaid, and place it on your "wound."
- Take off the bandaid and gesture that you feel better, that you are *healed*. Point out the word healed in the verse.
- Display the picture of the crucified Christ.
- Say, gesture, and mime that Jesus suffered pain.
- Gesture/mime that Jesus' suffering was our bandaid—it brought us healing.
- Have students recite the verse with you.
- Distribute copies of the verses in the students' languages.

Pray



SALVATION VERSE #3

Isaiah 53:12

Jesus took the sins of many people on himself. And he gave his life for those who had done what is wrong.

New International Reader's Version

Objective

Jesus took on our sins when he suffered and died.

Materials

- Sticky notes, one per student; write each student's name followed by the word *sins*; for example, on one note write Sam's sins, on another write Ana's sins.
- Large cross (you may draw the cross on the board)
- Picture of the crucified Christ on page 40.

Devotional

- Display the picture of the crucified Christ and briefly review Salvation Verse #2.
- Write Salvation Verse #3 on the board and read it aloud.
- Draw a large cross on the board.
- Emphasize the sentence, *Jesus took the sins of many people on himself*.
- Gesture/mime that he took the sins of everyone in class.
- Read each sticky note and stick it on the cross, gesturing each time that Jesus took the sins of that student onto himself.
- Return to Salvation Verse #2, reminding students how Jesus suffering has healed us.
- Have students recite the verse with you.
- Distribute copies of the verses in the students' languages.

Pray

SALVATION VERSE #4

1 Peter 3:21

Jesus Christ has saved you by rising from the dead.

New International Reader's Version

Objective

Jesus took on our sins when he suffered and died (salvation verse #3); then he saved us by rising from the dead.

Materials

- Pictures of the crucified Christ, p. 40, and the empty tomb, p. 43
- Copies of the verse in the native languages of your students.

Devotional

- Display the picture of the crucified Christ (p. 40) and review salvation verse #3 and how Jesus suffered and died for us.
- Write the verse on the board and read it aloud.
- Display the picture of the empty tomb (p. 43).
- Gesture/mime that Jesus was buried in the tomb, but when the women came to the tomb, Jesus was gone. He had risen from the dead.
- Have students recite the verse with you.
- Distribute copies of the verses in the students' languages.

Pray



SALVATION VERSE #5

Ephesians 2:8

God's grace has saved you because of your faith in Christ. Your salvation does not come from anything you do. It is God's gift.

New International Reader's Version

Objective

God's salvation is a gift.

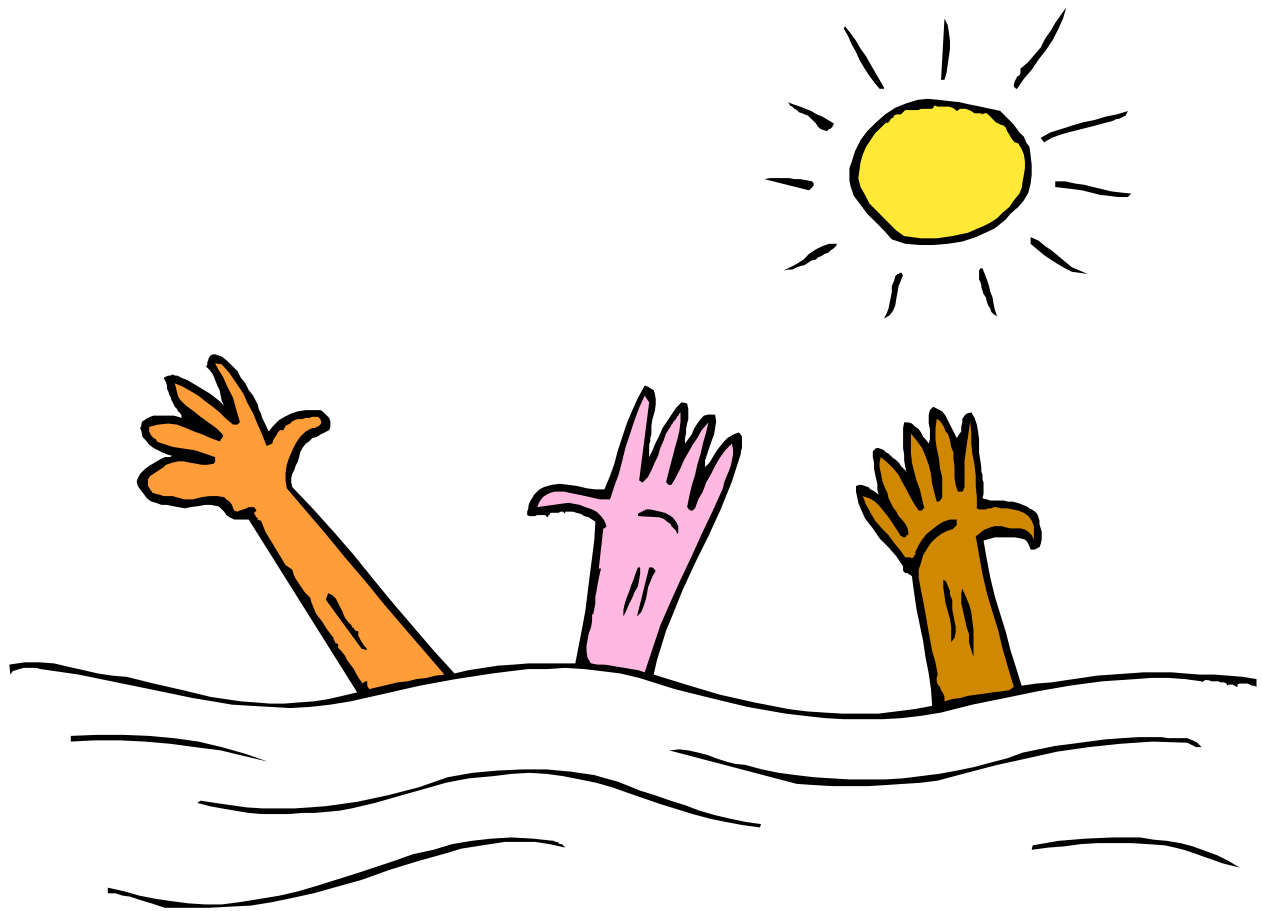
Materials

- Pictures of a rescue on pages 45 and 46.
- Picture of the wrapped gift on p. 47 (or, you may bring a wrapped gift to class).
- Copies of the verse in the native languages of your students.

Devotional

- Display the picture of hands above the water (page 45), symbolizing drowning and the need for help. Gesture/mime that you need help.
- Display the picture of the man being pulled into the boat page 46).
- Gesture/mime that you are being rescued.
- Write the verse on the board and read it aloud.
- Underline the word *saved*.
- Using the pictures, gesture/mime that God is the rescuer, and we are those being saved.
- Display your wrapped gift or the picture of the wrapped gift on page 47.
- Underline the word *gift* in the verse on the board.
- Gesture/mime that being saved is a gift.
- Have students recite the verse with you.
- Distribute copies of the verses in the students' languages.

Pray







GOD'S WORD VERSE #1

Psalm 19:7

The law of the LORD is perfect. It gives us new strength.

New International Reader's Version

Objective

God's Word has no mistakes, and it makes us strong.

Materials

- A Bible
- Copies of the verse in the native languages of your students.

Devotional

- Write the verse on the board and read it aloud.
- Underline "the law of the Lord." Hold up the Bible and say that it is the law of the Lord.
- Then, emphasize the word *perfect*.
- Teach the opposite of perfect by making a couple of mistakes, then gesturing/miming that you are wrong. (For example, you could purposely misspell a simple word that students know.)
- Once you have clearly communicated what a mistake is, hold up the Bible, and say "no mistakes." It is *perfect*.
- Next, underline the word *strength*. Make a fist, bend your arm, and hold your biceps, gesturing that you are strong.
- Gesture/mime that the Bible makes you strong.
- Have students recite the verse with you.
- Distribute copies of the verses in the students' languages.

Pray

GOD'S WORD_VERSE #2

Psalm 19:8

The rules of the LORD are right. They give joy to our hearts.

New International Reader's Version

Objective

The rules of God's word bring us joy.

Materials

- A Bible
- Copies of the verse in the native languages of your students.

Devotional

- Write the verse on the board and read it aloud.
- Underline the words, *God's word*, and hold up the Bible, saying it is God's word.
- Underline the word *rules*.
- Teach the word "rule," by teaching simple rules that use simple vocabulary the students understand. (For example, "write with the pen; don't write with a pencil.")
- Once students understand the word "rule," gesture that the Bible has rules.
- Gesture/mime that God's rules make you smile; they give you joy. They are good for you.
- Have students recite the verse with you.
- Distribute copies of the verses in the students' languages.

Pray

GOD'S WORD VERSE #3

Psalm 19:10

God's directions are more priceless than gold. They have greater value than huge amounts of pure gold.

New International Reader's Version

Objective

God's word is more valuable than any treasure we could own or imagine.

Materials

- Picture of gold jewelry on p. 51 (optional, personal gold jewelry item).
- Copies of the verse in the native languages of your students.

Devotional

- Write the verse on the board and read it aloud.
- Underline the word gold.
- Display the picture of gold jewelry on p. 51 and point out the personal gold jewelry item if you have brought one.
- Gesture/mime that gold is valuable, and gesture that probably all of us would like to have lots of gold.
- Underline God's directions in the verse, and hold up the Bible, saying that it contains God's directions.
- Teach the word *directions*, by giving simple directions using vocabulary the students understand. (For example, "stand up," "sit down.")
- Gesture that the Bible contains God's directions.
- Gesture/mime that God's directions are more valuable than the gold in the picture; more valuable than much gold.
- Have students recite the verse with you.
- Distribute copies of the verses in the students' languages.

Pray



GOD’S WORD VERSE #4

Psalm 119: 11

I have hidden God’s word in my heart so that I won’t sin against Him.

New International Reader’s Version

Objective

Knowing God’s word helps us to live in a way that pleases Him.

Materials

- A Bible
- Copies of the verse in the native languages of your students.

Devotional

- Write the verse on the board and read it aloud.
- Underline the word *word* and hold up the Bible, indicating that it is God’s word.
- Underline the word *hidden*. Hide something in the classroom, saying that it is *hidden*. Do this several times to teach the word *hidden*.
- Underline the word *heart*. Indicate where your heart is.
- Open the Bible, and gesture/mime that you are reading it and thinking about it.
- Gesture/mime that you are taking these thoughts from the Bible and placing them on your heart. Say, *I have hidden God’s word in my heart*.
- Have students recite the verse with you.
- Distribute copies of the verses in the students’ languages.

Pray

VERSE #1

John 15:5

Jesus said, "I am the vine. You are the branches. If anyone remains joined to me, and I to him, he will bear a lot of fruit. You cannot do anything without me."

New International Reader's Version

Objective

We cannot do anything without God.

Materials

- Copies of the verse in the native languages of your students.

Devotional

- Write the verse on the board and read it aloud.
- Draw a tree or vine with branches on the board.
- Gesture that Jesus is the trunk/vine, while we are the branches. Repeat that Jesus is the vine and we are the branches.
- Draw to add leaves and fruit to the tree/vine. Gesture/mime how healthy the tree is and repeat, "If anyone remains joined to me, and I to him, he will bear a lot of fruit. (If students don't know the word fruit, teach this word.)"
- Change your drawing so that it is clear that a branch has fallen from the tree/vine. Gesture/mime that the broken branch will not be able to bear any fruit.
- Have students recite the verse with you.
- Distribute copies of the verses in the students' languages.

Pray

VERSE #2

John 16:33

Jesus said, "You can have peace because of me. In this world you will have trouble. But cheer up! I have won the battle over the world."

New International Reader's Version

Objective

Jesus has overcome the trouble of the world.

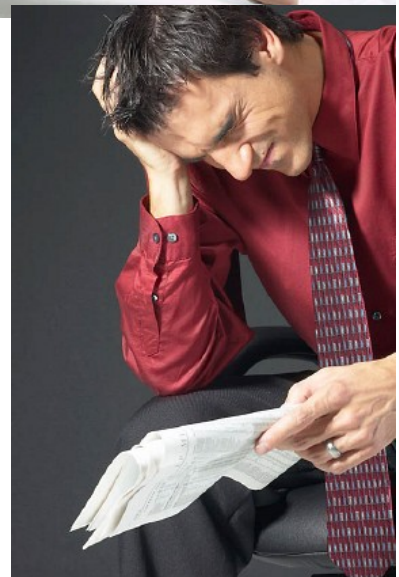
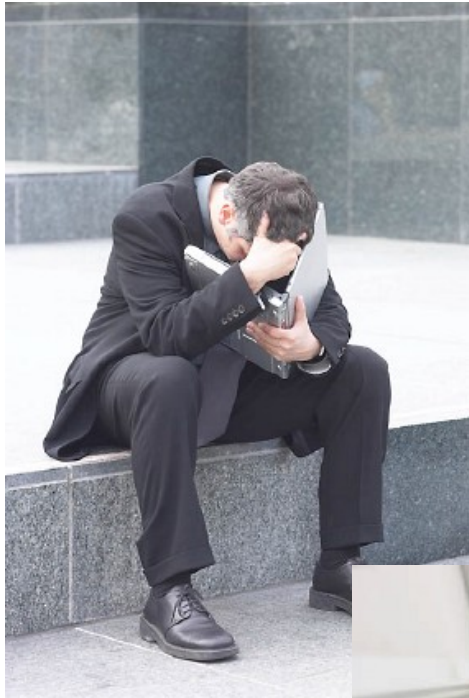
Materials

- Visuals to display trouble and the world (pages 55 and 56)
- Copies of the verse in the native languages of your students.

Devotional

- Write the verse on the board and read it aloud.
- Point out the word *trouble*.
- Display the picture on p. 55 to communicate the word trouble, or use other images, such as newspaper photographs, to communicate this idea.
- Point out the word *world* and display the globe picture on p. 56, and say *world*.
- Using both pictures, gesture/mime that there is much trouble in the world.
- Then, point back to the verse, emphasizing the words *cheer up*, and smile. Say, Jesus says, "cheer up."
- Have students recite the verse with you.
- Distribute copies of the verses in the students' languages.

Pray





VERSE #3

John 15:9

Jesus said, "Just as the Father has loved me, I have loved you ."

New International Reader's Version

Objective

God loves His children.

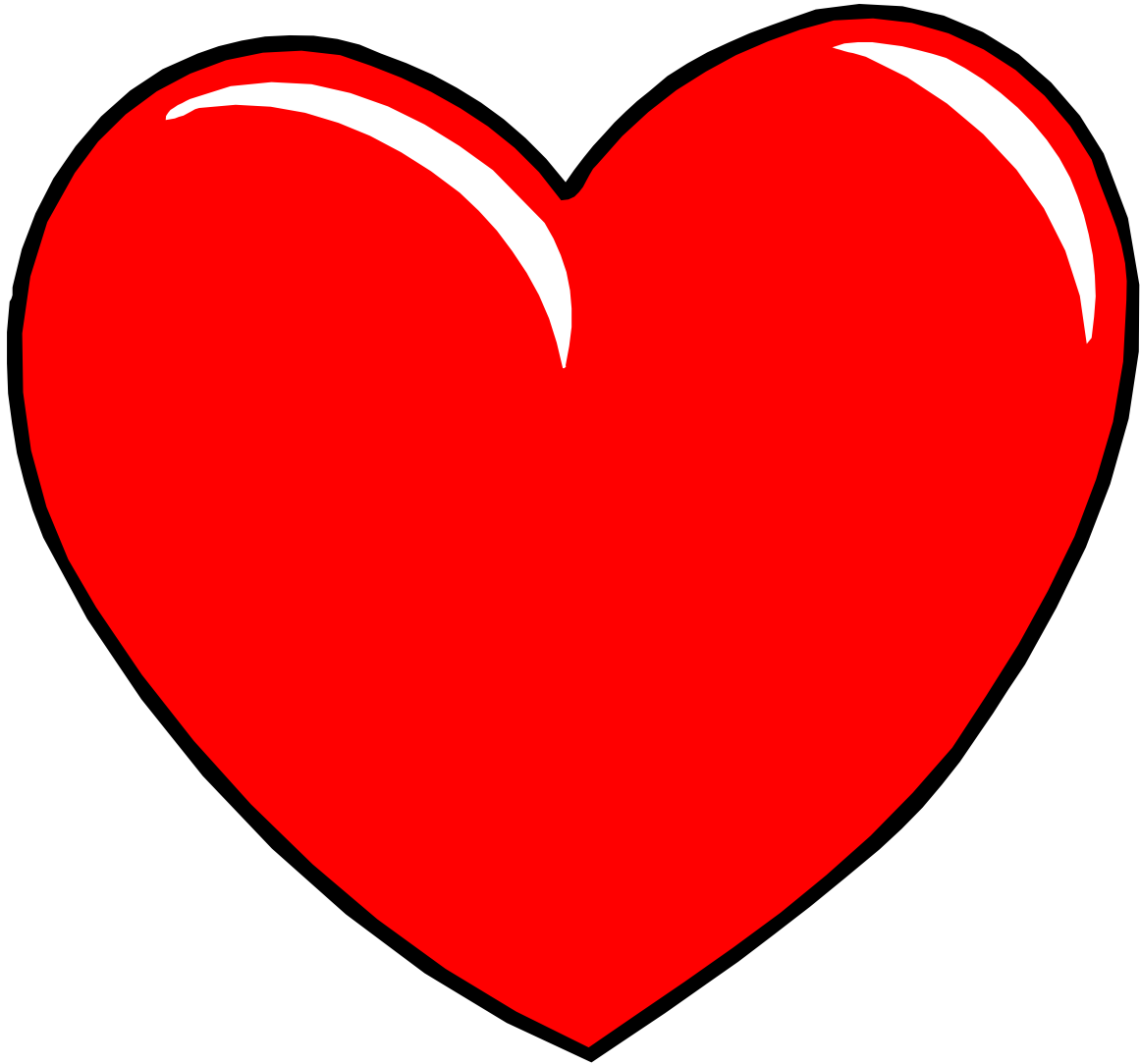
Materials

- Picture of the heart on p. 58 or some other item that symbolizes love.
- Copies of the verse in the native languages of your students.

Devotional

- Write the verse on the board and read it aloud.
- Underline the word *loved*.
- Display the heart (p. 58) and gesture the location of your heart, and say *love*.
- Review/teach the word *father* and *child*.
- Gesture/mime that you are a child and that God is your father.
- Gesture/mime that God loves you.
- Have students recite the verse with you.
- Distribute copies of the verses in the students' languages.

Pray



VERSE #4

John 3:16

God loved the world so much that he gave his one and only Son. Anyone who believes in him will not die but will have eternal life.

New International Reader's Version

Objective

God sent His Son to the world because of love, and faith in the Son leads to eternal life.

Materials

- Picture of the heart on p. 58 or some other item that symbolizes love, and an image of the world (p. 56).
- Copies of the verse in the native languages of your students.

Devotional

- Write the verse on the board and read it aloud.
- Review the words *Father*, *son*, *love*, and *world*.
- Display the heart and gesture the location of your heart, and say *love*.
- Gesture/mime that God loves the world (display the image of the world (p. 56).
- Say/gesture that God, the Father send His Son, Jesus to the world because he loves the world.
- The second sentence in the verse is difficult to communicate in English, so it may be best to distribute the verses in the students' languages at this point.
- After students read the verse in their own language, have students recite the verse with you.

Pray