

Grades

0-6

Unit 3
“Ancient Israel
(& Attentiveness)”



ENGLISH

ENGLISH (Grades 0-6)

“Ancient Israel (& Attentiveness)”

SUMMARY:

With underlying themes of ancient Israel and a character focus on attentiveness, the lessons this term teach literature analysis (following Books 5 & 6 from the series “The Secret of the Hidden Scrolls”), poetry (using the Psalms), and writing skills that build up to a final writing task.

RESOURCES:

For the lessons this term you will also need three books:

- A **Bible** for Psalms and other scriptures... plus
- Book 5 from the Series “The Secret of the Hidden Scrolls” = “**The Shepherd’s Stone**”
- Book 6 from the Series ‘The Secret of the Hidden Scrolls’ = “**The Lion’s Roar**”.
- The creative activities may occasionally require some **art and craft materials**.
- Each child will also need an **English Journal** (i.e., a lined exercise book for writing responses to questions and creative writing activities). It is also helpful to have a good **dictionary**.

Some suggestions for extra reading include but are not limited to...

- ...to be advised....

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Prior to starting each week, review the recommended resources.

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The Homeward Curriculum is a work in progress, so we appreciate feedback to help us improve these Study Guides...

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TOPIC 1	FACING GIANTS – COURAGE AND FAITH

Lesson 1.1 – Facing Giants (Book Analysis)

English Focus: Understanding Character Traits and Courage in Narrative

Book: *The Shepherd's Stone*

Bible Verse: 1 Samuel 17:45

A) Introduction

Parent/Tutor Says:

"Today we're learning how authors show courage in stories. In *The Shepherd's Stone*, David faces a giant named Goliath. We'll see how the author describes David's bravery and Peter's feelings. This helps us understand how characters show courage and fear."

B) Teaching Section

Parent/Tutor Says:

"When authors write about courage, they use words that show confidence and trust. Let's read what David says to Goliath."

Do:

- Read aloud 1 Samuel 17:45.
- Read the section in the book where David speaks to Goliath.

Parent/Tutor Says:

"Did you notice David's words? He talks about God helping him. That shows courage."

Write on a page:

- Courage words: brave, strong, trust, faith
 - Fear words: afraid, worried, nervous
-

C) Guided Practice by Age Group

Foundation–Year 2

Parent/Tutor Says:

"Point to David in the picture. Tell me one word that shows he is brave."

Activity: Students say or write one courage word.

Years 3–4

Parent/Tutor Says:

"Find a sentence that shows David's courage. Copy it and underline the courage word."

Years 5–6

Parent/Tutor Says:

"Explain how David's words show his faith in God. Write two sentences about why this makes him brave."

D) Narration

Parent/Tutor Says:

"Tell me what we learned today. How do authors show courage in stories?"

Older students may write their answer.

E) Thinking Questions

Foundation–Year 2

1. Who was brave in the story?
2. What word shows courage?

Years 3–4

1. How does David show trust in God?
2. Why is courage important in this story?

Years 5–6

1. Explain how David's courage changes the mood of the story.
 2. How does faith make a character strong?
-

F) Learning Activities

Foundation–Year 2

- Draw David and write one courage word beside him.

Years 3–4

- Write two sentences about David's bravery.

Years 5–6

- Write a short paragraph explaining how courage helps David win.
-

G) Optional Extension

Rewrite the scene from Peter's point of view. How does he feel watching David fight?

H) Biblical Connection & Wrap-Up

Parent/Tutor Says:

"In the Bible, David trusted God when he faced Goliath. We can trust God when we face hard things too. Courage comes from knowing God is with us."

Close with:

"Next time, we'll look at Psalm 23 and learn how poetry shows God's care."

Australian Curriculum Codes:

- F–2: AC9EFLE02
 - Y3–4: AC9E3LE03
 - Y5–6: AC9E6LE03
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Lesson 1.2 – God Our Shepherd (Poetry)

English Focus: Exploring Imagery and Meaning in Psalm 23

Bible Verse: Psalm 23:1

Poetry Text: “The Lord is my shepherd; I shall not want.”

A) Introduction

Parent/Tutor Says:

“Today we’re learning how poetry uses pictures in words to help us understand big ideas. Psalm 23 is one of the most loved poems in the Bible. It says God is like a shepherd who cares for His sheep. We’ll explore what that means and how poets use imagery to make us feel safe and cared for.”

B) Teaching Section

Parent/Tutor Says:

“When poets write, they often use **imagery** – words that help us imagine something. In Psalm 23, the writer says, ‘The Lord is my shepherd.’ That’s a picture in words. God isn’t really holding a shepherd’s staff, but the image helps us understand that He guides and protects us.”

Do:

- Read Psalm 23:1 slowly and clearly.
- Explain: “A shepherd looks after sheep. He makes sure they have food, water, and safety. This verse says God does that for us.”

Parent/Tutor Says:

“Imagery makes poetry powerful. Let’s find the picture words in this verse.”

Write on a page:

- Shepherd = guide, protector
 - Sheep = cared for, safe
-

C) Guided Practice by Age Group

Foundation–Year 2

Parent/Tutor Says:

“Point to the word ‘shepherd.’ What does a shepherd do?”

Activity: Students draw a shepherd and write one word like ‘care’ or ‘safe.’

Years 3–4

Parent/Tutor Says:

“Why do you think the poet chose a shepherd to describe God? Write one sentence explaining.”

Years 5–6

Parent/Tutor Says:

"Imagery helps us feel something. Write two sentences explaining how this image makes you feel about God."

D) Narration

Parent/Tutor Says:

"Tell me what we learned today. What is imagery? How does Psalm 23 use it?"

Older students may write their answer.

E) Thinking Questions

Foundation–Year 2

1. Who is the shepherd in this verse?
2. What does a shepherd do?

Years 3–4

1. Why does the poet compare God to a shepherd?
2. How does this image help you understand God's care?

Years 5–6

1. Explain how imagery makes poetry more powerful.
 2. How does this verse change the way you think about trust?
-

F) Learning Activities

Foundation–Year 2

- Draw a shepherd and sheep. Write "God cares for me" under the picture.

Years 3–4

- Write two sentences about what a shepherd does and how that shows God's love.

Years 5–6

- Write a short paragraph explaining why Psalm 23 is comforting. Use at least one example of imagery.
-

G) Optional Extension

Create your own line of poetry about God's care using a different image (e.g., "God is my strong tower").

H) Biblical Connection & Wrap-Up

Parent/Tutor Says:

"Psalm 23 reminds us that God cares for us like a shepherd cares for sheep. He guides us and gives us what we need. Imagery helps us see and feel that truth."

Close with:

"Next time, we'll practice writing about courage like David showed."

Australian Curriculum Codes:

- F-2: AC9EFLE04 (explore rhythms and sound patterns)
- Y3-4: AC9E4LE04 (examine literary devices in poetry)
- Y5-6: AC9E6LE04 (explain sound and imagery in poetry)

Lesson 1.3 – Writing About Courage

English Focus: Writing Simple Sentences About Courage

Book: *The Shepherd's Stone*

Bible Verse: 1 Samuel 17:50

A) Introduction

Parent/Tutor Says:

"Today we're going to write about courage from someone who was attentive to God and obeyed his directions. We've read how David trusted God and defeated Goliath. Writing about courage helps us think about what makes someone brave. We'll start with short, clear sentences."

B) Teaching Section

Parent/Tutor Says:

"When we write sentences, we need a person and an action. For example:

'David was brave.'

'David trusted God.'

'David fought Goliath.'

These are short sentences that tell us something important."

Do:

- Write these examples on a page or whiteboard.
- Read them aloud slowly.

Parent/Tutor Says:

"Notice how each sentence starts with a capital letter and ends with a full stop. That's what we'll do today."

C) Guided Practice by Age Group

Foundation–Year 2

Parent/Tutor Says:

"Say this sentence with me: 'David was brave.' Now write it on your page."

Activity: Students copy the sentence and add one more: 'David trusted God.'

Years 3–4

Parent/Tutor Says:

"Write three sentences about David's courage. Use different words like brave, strong, trusted."

Years 5–6

Parent/Tutor Says:

"Write a short paragraph (3–4 sentences) about David's courage. Include why he was brave and what helped him."

D) Narration

Parent/Tutor Says:

"Tell me what we learned today. Why do we write about courage? How do we make a sentence clear?"
Older students may write their answer.

E) Thinking Questions

Foundation–Year 2

1. Who was brave in the story?
2. What did David do?

Years 3–4

1. Why was David brave?
2. How did trusting God help him?

Years 5–6

1. Explain why courage is important in this story.
 2. How can you show courage in your own life?
-

F) Learning Activities

Foundation–Year 2

- Copy two sentences about David. Draw a picture of David fighting Goliath.

Years 3–4

- Write three sentences about courage. Underline the action words.

Years 5–6

- Write a paragraph about courage and faith. Use at least one joining word (and, because).
-

G) Optional Extension

Write one sentence about a time you were brave. Older students can write a short story about courage.

H) Biblical Connection & Wrap-Up

Parent/Tutor Says:

"David's courage came from trusting God. When we write about courage, we remember that God helps us be brave too."

Close with:

"Next time, we'll start a new topic about trusting God's plan."

Australian Curriculum Codes:

- F-2: AC9EFLY06 (create short written texts)
- Y3-4: AC9E4LY06 (plan and create imaginative texts)
- Y5-6: AC9E6LY06 (plan and publish texts using paragraphs and vivid vocabulary)

TOPIC 2

TRUSTING GOD'S PLAN

Lesson 2.1 – Trusting God's Plan

English Focus: Comparing Characters' Responses to Challenges

Book: *The Shepherd's Stone*

Bible Verse: Proverbs 3:5

Focus: How David trusts God and how Peter struggles with fear.

A) Introduction

Parent/Tutor Says:

"Today we're learning about trust. In *The Shepherd's Stone*, David trusts God completely, even when facing danger. Peter sometimes feels worried. Authors show these differences through the words characters say and the choices they make. We'll look at how trust and fear are shown in the story."

B) Teaching Section

Parent/Tutor Says:

"When authors want us to see trust, they use words that show confidence and faith. When they want us to see fear, they use words that show worry or doubt."

Do:

- Read Proverbs 3:5 aloud: '*Trust in the Lord with all your heart and lean not on your own understanding.*'
- Read the section in the book where David speaks bravely and Peter hesitates.

Parent/Tutor Says:

"Let's find the words that show trust and the words that show fear."

Write on a page:

- Trust words: believe, sure, confident, faith
- Fear words: afraid, worried, unsure

C) Guided Practice by Age Group

Foundation–Year 2

Parent/Tutor Says:

"Point to David in the picture. Tell me one word that shows he trusts God."

Activity: Students say or write one trust word.

Years 3–4

Parent/Tutor Says:

"Find a sentence where David shows trust. Copy it and underline the trust word."

Years 5–6

Parent/Tutor Says:

"Explain how David's trust changes the story. Write two sentences about why trust is important here."

D) Narration

Parent/Tutor Says:

"Tell me what we learned today. How do authors show trust and fear in stories?"

Older students may write their answer.

E) Thinking Questions

Foundation–Year 2

1. Who trusted God in the story?
2. What word shows trust?

Years 3–4

1. Why does David trust God?
2. How does Peter feel different from David?

Years 5–6

1. Explain how trust changes the outcome of the story.
 2. How does the author make us feel about trust?
-

F) Learning Activities

Foundation–Year 2

- Draw David and write one trust word beside him.

Years 3–4

- Write two sentences about David's trust in God.

Years 5–6

- Write a short paragraph explaining why trust is important in this story.

G) Optional Extension

Write a short dialogue between David and Peter about trusting God.

H) Biblical Connection & Wrap-Up

Parent/Tutor Says:

"Proverbs 3:5 tells us to trust God with all our heart. David did that, and it gave him courage. When we trust God, we can face challenges too."

Close with:

"Next time, we'll look at Psalm 91 and learn how poetry shows God's protection."

Australian Curriculum Codes:

- F-2: AC9EFLE02 (respond to stories and share feelings)
 - Y3-4: AC9E3LE03 (discuss how author uses language and illustrations)
 - Y5-6: AC9E6LE03 (identify characteristics that define author's style)
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Lesson 2.2 – God’s Protection (Poetry)

English Focus: Understanding Imagery and Meaning in Psalm 91

Bible Verse: Psalm 91:4

Poetry Text: *“He will cover you with His feathers, and under His wings you will find refuge.”*

A) Introduction

Parent/Tutor Says:

“Today we’re learning how poetry uses pictures in words to show God’s protection. Psalm 91 tells us that God keeps us safe. It uses the image of a bird covering its young with feathers. This helps us imagine how God cares for us.”

B) Teaching Section

Parent/Tutor Says:

“When poets write, they often use **imagery** – words that help us see and feel something. In Psalm 91:4, the writer says God will cover us with His feathers. God doesn’t really have feathers, but this picture helps us understand His care.”

Do:

- Read Psalm 91:4 slowly and clearly.
- Explain: “A bird covers its chicks with wings to keep them safe. This verse says God does that for us.”
Write on a page:
- Feathers = soft, warm, protective
- Wings = shelter, safety

Parent/Tutor Says:

“Imagery makes poetry powerful because it helps us feel safe and loved.”

C) Guided Practice by Age Group

Foundation–Year 2

Parent/Tutor Says:

“Point to the word ‘feathers.’ What do feathers feel like?”

Activity: Students say ‘soft’ or ‘warm’ and draw a bird covering its chicks.

Years 3–4

Parent/Tutor Says:

“Why do you think the poet chose feathers and wings to describe God’s care? Write one sentence explaining.”

Years 5–6

Parent/Tutor Says:

"Write two sentences explaining how this image makes you feel about God's protection."

D) Narration

Parent/Tutor Says:

"Tell me what we learned today. What is imagery? How does Psalm 91 use it?"

Older students may write their answer.

E) Thinking Questions

Foundation–Year 2

1. What does God use to cover us in this verse?
2. Why does that make us safe?

Years 3–4

1. Why does the poet use feathers and wings?
2. How does this image help you understand God's care?

Years 5–6

1. Explain how imagery makes poetry more powerful.
 2. How does this verse change the way you think about safety?
-

F) Learning Activities

Foundation–Year 2

- Draw a bird covering its chicks. Write "God keeps me safe" under the picture.

Years 3–4

- Write two sentences about what feathers and wings show about God's love.

Years 5–6

- Write a short paragraph explaining why Psalm 91 is comforting. Use at least one example of imagery.
-

G) Optional Extension

Create your own line of poetry about God's protection using a different image (e.g., "God is my strong wall").

H) Biblical Connection & Wrap-Up

Parent/Tutor Says:

"Psalm 91 reminds us that God protects us like a bird protects its chicks. He covers us and keeps us safe. Imagery helps us see and feel that truth."

Close with:

"Next time, we'll practice writing about trusting God."

Australian Curriculum Codes:

- F-2: AC9EFLE04 (explore rhythms and sound patterns)
- Y3-4: AC9E4LE04 (examine literary devices in poetry)
- Y5-6: AC9E6LE04 (explain sound and imagery in poetry)

Lesson 2.3 – Writing About Trust

English Focus: Building Paragraphs About Trust

Book: *The Shepherd's Stone*

Bible Verse: Proverbs 3:5

Focus: Writing a short paragraph that explains why trusting God is important.

A) Introduction

Parent/Tutor Says:

"Today we're going to write about trust. We've seen how David trusted God and how that gave him courage. Writing about trust helps us think about why it matters. Today we'll learn how to write a paragraph – a group of sentences about one idea."

B) Teaching Section

Parent/Tutor Says:

"A paragraph starts with a **topic sentence** – a sentence that tells the main idea. Then we add **supporting sentences** that give details."

Do:

- Write this example on a page:
Topic sentence: "Trusting God helps us feel safe."
Supporting sentences: "David trusted God when he fought Goliath. He believed God would help him win."
Parent/Tutor Says:
"Notice how the first sentence tells the main idea, and the next sentences give examples."
-

C) Guided Practice by Age Group

Foundation–Year 2

Parent/Tutor Says:

"Say this sentence with me: 'Trusting God helps us feel safe.' Now write it on your page."

Activity: Students copy the topic sentence and add one more sentence: "David trusted God."

Years 3–4

Parent/Tutor Says:

"Write a topic sentence about trust. Then add two sentences about David's trust in God."

Years 5–6

Parent/Tutor Says:

"Write a short paragraph (3–4 sentences) explaining why trust is important in the story. Include an example from David's life."

D) Narration

Parent/Tutor Says:

"Tell me what we learned today. What is a paragraph? Why do we use a topic sentence?"
Older students may write their answer.

E) Thinking Questions

Foundation–Year 2

1. Who trusted God in the story?
2. What does trust mean?

Years 3–4

1. Why is trust important for David?
2. How does trust help us in hard times?

Years 5–6

1. Explain why trust is a theme in this story.
 2. How can you show trust in your own life?
-

F) Learning Activities

Foundation–Year 2

- Copy the topic sentence and add one more sentence. Draw a picture of David praying.

Years 3–4

- Write three sentences about trust. Underline the topic sentence.

Years 5–6

- Write a paragraph about trust and faith. Use at least one joining word (because, and).
-

G) Optional Extension

Write a short paragraph about a time you trusted God. Older students can add a reason why trust matters.

H) Biblical Connection & Wrap-Up

Parent/Tutor Says:

"Proverbs 3:5 says, 'Trust in the Lord with all your heart.' David did that, and it gave him courage. When we trust God, we can face challenges too."

Close with:

"Next time, we'll start a new topic about friendship and loyalty."

Australian Curriculum Codes:

- F-2: AC9EFLY06 (create short written texts)
- Y3-4: AC9E4LY06 (plan and create imaginative texts)
- Y5-6: AC9E6LY06 (plan and publish texts using paragraphs and vivid vocabulary)

TOPIC 3

FRIENDSHIP AND LOYALTY

Lesson 3.1 – Friendship and Loyalty

English Focus: Identifying Examples of Friendship and Teamwork in Narrative

Book: *The Shepherd's Stone*

Bible Verse: Ecclesiastes 4:9

Focus: How Peter, Mary, and Hank show loyalty and help David.

A) Introduction

Parent/Tutor Says:

"Today we're learning about friendship and loyalty. In *The Shepherd's Stone*, Peter, Mary, and Hank work together and help David. Authors show friendship through actions and words. We'll look for examples of teamwork in the story."

B) Teaching Section

Parent/Tutor Says:

"When authors want us to see friendship, they show characters helping each other, speaking kindly, and working together."

Do:

- Read Ecclesiastes 4:9 aloud: *'Two are better than one, because they have a good return for their labor.'*
- Read the section in the book where Peter and Mary help David bring food to the soldiers.

Parent/Tutor Says:

"Let's find the words and actions that show friendship."

Write on a page:

- Friendship words: help, share, care, together
- Actions: bringing food, encouraging, protecting

C) Guided Practice by Age Group

Foundation–Year 2

Parent/Tutor Says:

"Point to Peter and Mary. Tell me one way they helped David."

Activity: Students say or draw one helping action.

Years 3–4

Parent/Tutor Says:

"Find a sentence that shows friendship. Copy it and underline the friendship word."

Years 5–6

Parent/Tutor Says:

"Explain how friendship makes the story stronger. Write two sentences about why loyalty matters."

D) Narration

Parent/Tutor Says:

"Tell me what we learned today. How do authors show friendship in stories?"

Older students may write their answer.

E) Thinking Questions

Foundation–Year 2

1. Who were friends in the story?
2. What did they do to help?

Years 3–4

1. Why is friendship important in this story?
2. How do Peter and Mary show loyalty?

Years 5–6

1. Explain how teamwork changes the outcome of the story.
 2. How does the author make us value friendship?
-

F) Learning Activities

Foundation–Year 2

- Draw Peter and Mary helping David. Write "Friends help each other."

Years 3–4

- Write two sentences about how Peter and Mary showed loyalty.

Years 5–6

- Write a short paragraph explaining why friendship is important in hard times.
-

G) Optional Extension

Write a short dialogue between Peter and Mary about helping David.

H) Biblical Connection & Wrap-Up

Parent/Tutor Says:

"Ecclesiastes 4:9 reminds us that two are better than one. Friendship makes us stronger. Peter and Mary helped David, and we can help others too."

Close with:

"Next time, we'll look at Psalm 100 and learn how poetry shows thankfulness."

Australian Curriculum Codes:

- F–2: AC9EFLE02 (respond to stories and share feelings)
 - Y3–4: AC9E3LE03 (discuss how author uses language and illustrations)
 - Y5–6: AC9E6LE03 (identify characteristics that define author's style)
-

Lesson 3.2 – Thankfulness in Poetry

English Focus: Exploring Praise and Joy in Psalm 100

Bible Verse: Psalm 100:4

Poetry Text: *"Enter His gates with thanksgiving and His courts with praise; give thanks to Him and bless His name."*

A) Introduction

Parent/Tutor Says:

"Today we're learning how poetry expresses feelings of joy and thankfulness. Psalm 100 is a song of praise to God. It uses strong words to show happiness and gratitude. We'll explore what those words mean and how they make the poem powerful."

B) Teaching Section

Parent/Tutor Says:

"When poets write about praise, they use words that show joy and thankfulness. In Psalm 100:4, the writer says, 'Enter His gates with thanksgiving.' That means we come to God with a thankful heart."

Do:

- Read Psalm 100:4 aloud slowly.
- Explain: "Gates and courts are parts of God's temple. The poet says we should come to God with praise and thanks."

Write on a page:

- Praise words: thank, bless, rejoice, sing

Parent/Tutor Says:

"These words help us feel joy and remind us to be thankful."

C) Guided Practice by Age Group

Foundation–Year 2

Parent/Tutor Says:

"Point to the word 'thanksgiving.' What does it mean?"

Activity: Students say "being thankful" and draw a happy face or a gift to show thanks.

Years 3–4

Parent/Tutor Says:

"Write one sentence about why we should thank God."

Years 5–6

Parent/Tutor Says:

"Write two sentences explaining how praise changes our attitude."

D) Narration

Parent/Tutor Says:

"Tell me what we learned today. What does Psalm 100 teach us about praise?"

Older students may write their answer.

E) Thinking Questions

Foundation–Year 2

1. What does it mean to give thanks?
2. Who do we thank in this verse?

Years 3–4

1. Why does the poet tell us to praise God?
2. How does praising God make you feel?

Years 5–6

1. Explain how praise can change the mood of a poem.
 2. Why is thankfulness important in life?
-

F) Learning Activities

Foundation–Year 2

- Draw something you are thankful for. Write "Thank You, God" under the picture.

Years 3–4

- Write an acrostic poem using the word THANKFUL.

Years 5–6

- Write a short paragraph explaining why Psalm 100 is joyful. Use at least one praise word.
-

G) Optional Extension

Write your own two-line praise poem about something you are thankful for.

H) Biblical Connection & Wrap-Up

Parent/Tutor Says:

"Psalm 100 reminds us to come to God with joy and thanksgiving. Praise helps us focus on God's goodness."

Close with:

"Next time, we'll practice writing a short story about friendship."

Australian Curriculum Codes:

- F-2: AC9EFLE04 (explore rhythms and sound patterns)
- Y3-4: AC9E4LE04 (examine literary devices in poetry)
- Y5-6: AC9E6LE04 (explain sound and imagery in poetry)

Lesson 3.3 – Writing About Friendship

English Focus: Planning and Writing a Short Narrative About Friendship

Book: *The Shepherd's Stone*

Bible Verse: Ecclesiastes 4:9

Focus: Creating a simple story that shows friendship and loyalty.

A) Introduction

Parent/Tutor Says:

"Today we're going to write a short story about friendship. We've seen how Peter and Mary helped David in *The Shepherd's Stone*. Friendship means helping, caring, and working together. We'll learn how to plan a story with a beginning, middle, and end."

B) Teaching Section

Parent/Tutor Says:

"A good story has three parts:

- **Beginning:** Who are the characters? Where are they?
- **Middle:** What happens? What problem do they face?
- **End:** How do they solve the problem?

Here's an example:

Beginning: Peter and Mary walked to the camp.

Middle: They saw David looking worried. They helped him carry food.

End: David smiled and thanked them for being good friends."

Do:

- Write these three parts on a page or whiteboard.
- Read them aloud slowly.

Parent/Tutor Says:

"Notice how the story shows friendship through actions."

C) Guided Practice by Age Group

Foundation–Year 2

Parent/Tutor Says:

"Say this with me: 'Friends help each other.' Now draw Peter and Mary helping David."

Activity: Students draw and write one sentence: "Peter helped David."

Years 3–4

Parent/Tutor Says:

"Write three sentences: one for the beginning, one for the middle, and one for the end of your friendship story."

Years 5–6

Parent/Tutor Says:

"Write a short paragraph (4–5 sentences) about friendship. Include a problem and how friends solve it."

D) Narration

Parent/Tutor Says:

"Tell me what we learned today. What makes a good story? How do we show friendship in writing?"

Older students may write their answer.

E) Thinking Questions

Foundation–Year 2

1. Who were friends in the story?
2. What did they do to help?

Years 3–4

1. Why is friendship important in stories?
2. How do actions show friendship?

Years 5–6

1. Explain why friendship is a theme in *The Shepherd's Stone*.
 2. How can you show friendship in your own life?
-

F) Learning Activities

Foundation–Year 2

- Draw Peter and Mary helping David. Write one sentence under the picture.

Years 3–4

- Write three sentences for your story plan: beginning, middle, end.

Years 5–6

- Write a short paragraph about friendship. Use at least one joining word (and, because).

G) Optional Extension

Write a short dialogue between two friends helping each other in a new adventure.

H) Biblical Connection & Wrap-Up

Parent/Tutor Says:

"Ecclesiastes 4:9 says two are better than one. Friendship makes us stronger. Peter and Mary helped David, and we can help others too."

Close with:

"Next time, we'll start a new topic about victory through faith."

Australian Curriculum Codes:

- F-2: AC9EFLY06 (create short written texts)
- Y3-4: AC9E4LY06 (plan and create imaginative texts)
- Y5-6: AC9E6LY06 (plan and publish texts using paragraphs and vivid vocabulary)

TOPIC 4

VICTORY THROUGH FAITH

Lesson 4.1 – Victory Through Faith

English Focus: Sequencing Events and Understanding Cause and Effect in Narrative

Book: *The Shepherd's Stone*

Bible Verse: 1 Samuel 17:50

Focus: How David's faith leads to victory over Goliath.

A) Introduction

Parent/Tutor Says:

"Today we're learning how authors show victory in stories. In *The Shepherd's Stone*, David wins against Goliath because he trusts God. We'll look at the events that lead to this victory and learn how to put them in order."

B) Teaching Section

Parent/Tutor Says:

"A story often shows cause and effect – what happens first and what happens because of it. David trusted God, and that gave him courage to fight. Let's read the verse that tells us about his victory."

Do:

- Read 1 Samuel 17:50 aloud: '*So David triumphed over the Philistine with a sling and a stone.*'
- Read the section in the book where David defeats Goliath.

Parent/Tutor Says:

"Let's list the steps that led to victory."

Write on a page:

1. David trusted God.
2. David chose five stones.
3. David faced Goliath.
4. David used his sling.
5. Goliath fell.

C) Guided Practice by Age Group

Foundation–Year 2

Parent/Tutor Says:

"Point to the first picture. What did David do first?"

Activity: Students say "He trusted God" and draw a stone.

Years 3–4

Parent/Tutor Says:

"Write the steps in order. Use numbers 1–5."

Years 5–6

Parent/Tutor Says:

"Write a short paragraph explaining how David's faith led to victory. Use words like 'because' or 'so.'"

D) Narration

Parent/Tutor Says:

"Tell me what we learned today. How does faith lead to victory?"

Older students may write their answer.

E) Thinking Questions

Foundation–Year 2

1. Who won the fight?
2. What did David use?

Years 3–4

1. Why did David win?
2. What happened after Goliath fell?

Years 5–6

1. Explain how cause and effect works in this story.
 2. How does the author make us see faith as important?
-

F) Learning Activities

Foundation–Year 2

- Draw David with his sling. Write "David trusted God."

Years 3–4

- Write the five steps in order.

Years 5–6

- Write a paragraph explaining why faith is the key to victory.
-

G) Optional Extension

Rewrite the ending from Goliath's point of view. How does he feel when he sees David's courage?

H) Biblical Connection & Wrap-Up

Parent/Tutor Says:

"David's victory came from trusting God, not from being strong. When we trust God, He helps us overcome challenges."

Close with:

"Next time, we'll look at Psalm 23 again and learn how poetry gives us confidence."

Australian Curriculum Codes:

- F–2: AC9EFLE03 (recognise features of literary texts)
 - Y3–4: AC9E3LE03 (explore how settings and events influence mood)
 - Y5–6: AC9E6LE03 (identify characteristics that define an author's style)
-

Lesson 4.2 – Fear No Evil (Poetry)

English Focus: Exploring Confidence and Comfort in Psalm 23

Bible Verse: Psalm 23:4

Poetry Text: *"Even though I walk through the valley of the shadow of death, I will fear no evil, for You are with me."*

A) Introduction

Parent/Tutor Says:

"Today we're learning how poetry gives us confidence and comfort. Psalm 23:4 talks about walking through a dark valley but not being afraid because God is with us. We'll explore how the poet uses words to make us feel safe."

B) Teaching Section

Parent/Tutor Says:

"When poets write about fear, they often use strong images like 'shadow of death.' But this verse also gives hope: 'I will fear no evil.' Why? Because God is with us."

Do:

- Read Psalm 23:4 aloud slowly.
- Explain: "The valley of the shadow of death means a very hard or scary time. The poet says we don't need to fear because God is close."

Write on a page:

- Fear words: shadow, death, evil
- Comfort words: with me, no fear

Parent/Tutor Says:

"These words show both danger and safety. That's what makes the verse powerful."

C) Guided Practice by Age Group

Foundation–Year 2

Parent/Tutor Says:

"Point to the word 'fear.' What does it mean?"

Activity: Students say "being afraid" and draw a picture of God holding their hand.

Years 3–4

Parent/Tutor Says:

"Write one sentence about why the poet says 'I will fear no evil.'"

Years 5–6

Parent/Tutor Says:

"Write two sentences explaining how this verse gives confidence."

D) Narration

Parent/Tutor Says:

"Tell me what we learned today. Why does the poet say we don't need to fear?"

Older students may write their answer.

E) Thinking Questions

Foundation–Year 2

1. What does 'fear' mean?
2. Who is with us in the verse?

Years 3–4

1. Why does the poet feel safe?
2. How does this verse make you feel?

Years 5–6

1. Explain how imagery makes this verse strong.
 2. How does the poet use contrast between fear and safety?
-

F) Learning Activities

Foundation–Year 2

- Draw a dark valley and God walking with you. Write "God is with me."

Years 3–4

- Write two sentences about why we don't need to fear.

Years 5–6

- Write a short paragraph explaining how this verse gives hope. Use at least one comfort word.
-

G) Optional Extension

Write your own line of poetry about feeling safe with God.

H) Biblical Connection & Wrap-Up

Parent/Tutor Says:

"Psalm 23:4 reminds us that even in hard times, God is with us. That's why we don't need to fear."

Close with:

"Next time, we'll practice writing dialogue and description in a story."

Australian Curriculum Codes:

- F-2: AC9EFLE04 (explore rhythms and sound patterns)
- Y3-4: AC9E4LE04 (examine literary devices in poetry)
- Y5-6: AC9E6LE04 (explain sound and imagery in poetry)

Lesson 4.3 – Adding Dialogue and Description

English Focus: Using Dialogue and Descriptive Details to Make Stories Come Alive

Book: *The Shepherd's Stone*

Bible Verse: 1 Samuel 17:47

Focus: Writing a short scene with spoken words and descriptive language.

A) Introduction

Parent/Tutor Says:

"Today we're learning how to make stories more interesting by adding dialogue and description. Dialogue is what characters say. Description helps readers imagine what they see, hear, and feel. We'll practice writing a short scene about David and Goliath using both."

B) Teaching Section

Parent/Tutor Says:

"Here's an example of dialogue and description together:

David gripped his sling tightly. 'God will help me,' he said. The giant laughed, his voice booming across the valley.

Notice how the dialogue shows what David says, and the description helps us picture the scene."

Do:

- Write the example on a page or whiteboard.
- Point out:
 - Dialogue uses quotation marks.
 - Description uses sensory words (gripped, booming voice).

Parent/Tutor Says:

"Now we'll try writing our own."

C) Guided Practice by Age Group

Foundation–Year 2

Parent/Tutor Says:

"Say this with me: 'David said, "God will help me."' Now write it on your page."

Activity: Students copy the sentence and draw David speaking.

Years 3–4

Parent/Tutor Says:

"Write two sentences: one with dialogue and one with description. Example: 'David said, "I am not afraid." The giant's shadow covered the ground.'"

Years 5–6

Parent/Tutor Says:

"Write a short paragraph (3–4 sentences) with dialogue and description. Include at least one sensory detail (what you see, hear, or feel)."

D) Narration

Parent/Tutor Says:

"Tell me what we learned today. Why do writers use dialogue and description?"
Older students may write their answer.

E) Thinking Questions

Foundation–Year 2

1. What is dialogue?
2. Who spoke in your sentence?

Years 3–4

1. Why does dialogue make stories interesting?
2. How does description help readers imagine the scene?

Years 5–6

1. Explain how dialogue and description work together.
 2. How can sensory details change the mood of a story?
-

F) Learning Activities

Foundation–Year 2

- Write one sentence with dialogue and draw the character speaking.

Years 3–4

- Write two sentences: one dialogue, one description.

Years 5–6

- Write a short paragraph with dialogue and at least one sensory detail.
-

G) Optional Extension

Rewrite a scene from *The Shepherd's Stone* adding dialogue and description to make it more vivid.

H) Biblical Connection & Wrap-Up

Parent/Tutor Says:

"David said, 'The battle is the Lord's' (1 Samuel 17:47). His words showed faith, and the description of the battle helps us imagine his courage. When we write, we can use dialogue and description to make our stories powerful."

Close with:

"Next time, we'll begin a new book – *The Lion's Roar* – and learn about standing firm in Babylon."

Australian Curriculum Codes:

- F–2: AC9EFLY06 (create short written texts)
- Y3–4: AC9E4LY06 (plan and create imaginative texts)
- Y5–6: AC9E6LY06 (plan and publish texts using paragraphs and vivid vocabulary)

TOPIC 5	STANDING FIRM IN BABYLON

Lesson 5.1 – Standing Firm in Babylon

English Focus: Understanding Courage and Conviction in Narrative

Book: *The Lion's Roar*

Bible Verse: Daniel 6:10

Focus: How Daniel stays faithful to God despite the king's law.

A) Introduction

Parent/Tutor Says:

"Today we're starting a new book, *The Lion's Roar*. It tells the story of Daniel in Babylon. Daniel faced a law that said he could only pray to the king, but he chose to keep praying to God. We'll learn how authors show courage and conviction in stories."

B) Teaching Section

Parent/Tutor Says:

"When authors show courage, they use words and actions that reveal strong beliefs. Daniel prayed even when it was dangerous. Let's read the verse that tells us what he did."

Do:

- Read Daniel 6:10 aloud: *'Now when Daniel learned that the decree had been published, he went home to his upstairs room where the windows opened toward Jerusalem. Three times a day he got down on his knees and prayed.'*
- Read the section in the book where Daniel chooses to pray.

Parent/Tutor Says:

"Let's find the words that show courage and faith."

Write on a page:

- Courage words: prayed, trusted, obeyed God
 - Fear words: danger, lions, punishment
-

C) Guided Practice by Age Group

Foundation–Year 2

Parent/Tutor Says:

"Point to Daniel in the picture. What is he doing?"

Activity: Students say "He is praying" and draw Daniel kneeling.

Years 3–4

Parent/Tutor Says:

"Find a sentence that shows Daniel's courage. Copy it and underline the courage word."

Years 5–6

Parent/Tutor Says:

"Write two sentences explaining why Daniel's choice was brave."

D) Narration

Parent/Tutor Says:

"Tell me what we learned today. How does the author show Daniel's courage?"

Older students may write their answer.

E) Thinking Questions

Foundation–Year 2

1. Who prayed to God?
2. Why was that brave?

Years 3–4

1. Why did Daniel keep praying?
2. What might happen because of his choice?

Years 5–6

1. Explain how Daniel's faith changes the story.
 2. How does the author make us admire Daniel?
-

F) Learning Activities

Foundation–Year 2

- Draw Daniel praying. Write "Daniel trusted God."

Years 3–4

- Write two sentences about Daniel’s courage.

Years 5–6

- Write a short paragraph explaining why Daniel stood firm. Use at least one joining word (because, so).
-

G) Optional Extension

Write a short dialogue between Daniel and a friend about why he chooses to pray.

H) Biblical Connection & Wrap-Up

Parent/Tutor Says:

“Daniel’s courage came from trusting God, even when the law said no prayer. We can stand firm in our faith too.”

Close with:

“Next time, we’ll look at Psalm 91 and learn how poetry shows God’s protection.”

Australian Curriculum Codes:

- F–2: AC9EFLE02 (respond to stories and share feelings)
 - Y3–4: AC9E3LE03 (discuss how author uses language and illustrations)
 - Y5–6: AC9E6LE03 (identify characteristics that define author’s style)
-

Lesson 5.2 – God Sends Angels (Poetry)

English Focus: Understanding Imagery and Promise in Psalm 91

Bible Verse: Psalm 91:11

Poetry Text: *"For He will command His angels concerning you to guard you in all your ways."*

A) Introduction

Parent/Tutor Says:

"Today we're learning how poetry uses strong promises and pictures to show God's care. Psalm 91:11 says God sends His angels to guard us. We'll explore what this means and how the poet makes us feel safe."

B) Teaching Section

Parent/Tutor Says:

"When poets write about protection, they use words that make us feel secure. In this verse, the poet says God commands His angels to guard us. That's a powerful promise."

Do:

- Read Psalm 91:11 aloud slowly.
- Explain: "Angels are God's messengers and protectors. This verse says they watch over us wherever we go."

Write on a page:

- Key words: angels, guard, all your ways

Parent/Tutor Says:

"These words help us imagine safety and care."

C) Guided Practice by Age Group

Foundation–Year 2

Parent/Tutor Says:

"Point to the word 'angels.' Who sends them?"

Activity: Students say "God" and draw an angel with wings.

Years 3–4

Parent/Tutor Says:

"Write one sentence about what angels do in this verse."

Years 5–6

Parent/Tutor Says:

"Write two sentences explaining why this promise is comforting."

D) Narration

Parent/Tutor Says:

"Tell me what we learned today. What does Psalm 91:11 promise?"

Older students may write their answer.

E) Thinking Questions

Foundation–Year 2

1. Who sends angels to guard us?
2. Why does that make us safe?

Years 3–4

1. Why does the poet use angels in this verse?
2. How does this image help you feel protected?

Years 5–6

1. Explain how imagery makes this verse strong.
 2. How does this promise change the way you think about safety?
-

F) Learning Activities

Foundation–Year 2

- Draw an angel guarding a child. Write "God cares for me."

Years 3–4

- Write two sentences about what angels do and why that shows God's love.

Years 5–6

- Write a short paragraph explaining why Psalm 91 is comforting. Use at least one key word from the verse.
-

G) Optional Extension

Create your own line of poetry about God's protection using a different image (e.g., "God is my strong wall").

H) Biblical Connection & Wrap-Up

Parent/Tutor Says:

"Psalm 91 reminds us that God sends His angels to guard us. He cares for us wherever we go."

Close with:

"Next time, we'll practice writing a persuasive paragraph about standing firm in faith."

Australian Curriculum Codes:

- F-2: AC9EFLE04 (explore rhythms and sound patterns)
- Y3-4: AC9E4LE04 (examine literary devices in poetry)
- Y5-6: AC9E6LE04 (explain sound and imagery in poetry)

Lesson 5.3 – Writing a Persuasive Paragraph: Standing Firm

English Focus: Persuasive Writing – Giving Reasons to Support an Idea

Book: *The Lion's Roar*

Bible Verse: Daniel 6:10

Focus: Writing a short persuasive paragraph about why we should stand firm in our faith.

A) Introduction

Parent/Tutor Says:

"Today we're learning how to write a persuasive paragraph. Persuasive writing means convincing someone to agree with your idea. We'll write about why it's important to stand firm in our faith, just like Daniel did."

B) Teaching Section

Parent/Tutor Says:

"A persuasive paragraph has three parts:

1. **Opinion sentence** – what you believe.
2. **Reasons** – why you believe it.
3. **Closing sentence** – a strong finish.

Here's an example:

Opinion: 'We should stand firm in our faith.'

Reason 1: 'Daniel prayed even when it was dangerous.'

Reason 2: 'Standing firm shows courage and trust in God.'

Closing: 'Faith makes us strong in hard times.'"

Do:

- Write the example on a page or whiteboard.
- Read it aloud slowly.

Parent/Tutor Says:

"Notice how the paragraph gives reasons to support the opinion."

C) Guided Practice by Age Group

Foundation–Year 2

Parent/Tutor Says:

"Say this with me: 'I will trust God.' Now write it on your page."

Activity: Students copy the sentence and add one reason: "Because God helps me."

Years 3–4

Parent/Tutor Says:

"Write one opinion sentence and two reasons why we should stand firm in faith."

Years 5–6

Parent/Tutor Says:

"Write a short persuasive paragraph (4–5 sentences) about standing firm. Use words like because, so, and therefore."

D) Narration

Parent/Tutor Says:

"Tell me what we learned today. What makes writing persuasive?"

Older students may write their answer.

E) Thinking Questions

Foundation–Year 2

1. Who stood firm in the story?
2. Why should we trust God?

Years 3–4

1. Why is standing firm important?
2. How does Daniel show faith?

Years 5–6

1. Explain why persuasive writing needs reasons.
 2. How can persuasive writing encourage others?
-

F) Learning Activities

Foundation–Year 2

- Write one sentence about trusting God and draw a picture of Daniel praying.

Years 3–4

- Write three sentences: one opinion, two reasons.

Years 5–6

- Write a persuasive paragraph with an opinion, two reasons, and a closing sentence.
-

G) Optional Extension

Write a persuasive paragraph encouraging a friend to pray every day.

H) Biblical Connection & Wrap-Up

Parent/Tutor Says:

"Daniel stood firm because he trusted God. We can stand firm too. Persuasive writing helps us share why faith matters."

Close with:

"Next time, we'll learn about prayer and perseverance in Babylon."

Australian Curriculum Codes:

- F–2: AC9EFLY06 (create short written texts)
- Y3–4: AC9E4LY06 (plan and create imaginative texts)
- Y5–6: AC9E6LY06 (plan and publish texts using paragraphs and persuasive language)

TOPIC 6

PRAYER AND PERSEVERANCE

Lesson 6.1 – Prayer and Perseverance

English Focus: Comparing Habits and Choices in Narrative

Book: *The Lion's Roar*

Bible Verse: Philippians 4:6

Focus: How Daniel's prayer life shows perseverance and faith.

A) Introduction

Parent/Tutor Says:

"Today we're learning about prayer and perseverance. In *The Lion's Roar*, Daniel prayed every day, even when it was dangerous. Perseverance means not giving up. We'll see how the author shows Daniel's faith through his habits."

B) Teaching Section

Parent/Tutor Says:

"When authors show perseverance, they describe repeated actions and strong choices. Daniel prayed three times a day, even after the king's law was made. Let's read the verse that teaches us about prayer."

Do:

- Read Philippians 4:6 aloud: *'Do not be anxious about anything, but in every situation, by prayer and petition, with thanksgiving, present your requests to God.'*
- Read the section in the book where Daniel prays despite the law.

Parent/Tutor Says:

"Let's find the words that show perseverance."

Write on a page:

- Perseverance words: always, every day, kept praying
- Faith words: trust, thankful, obeyed God

C) Guided Practice by Age Group

Foundation–Year 2

Parent/Tutor Says:

"Point to Daniel in the picture. What is he doing?"

Activity: Students say "He is praying" and draw Daniel kneeling.

Years 3–4

Parent/Tutor Says:

"Write one sentence about Daniel's prayer habit."

Years 5–6

Parent/Tutor Says:

"Write two sentences explaining why Daniel's perseverance is important."

D) Narration

Parent/Tutor Says:

"Tell me what we learned today. How does the author show Daniel's perseverance?"

Older students may write their answer.

E) Thinking Questions

Foundation–Year 2

1. Who prayed every day?
2. Why is prayer important?

Years 3–4

1. Why did Daniel keep praying?
2. How does prayer show trust?

Years 5–6

1. Explain how perseverance changes the story.
 2. How does the author make us admire Daniel's faith?
-

F) Learning Activities

Foundation–Year 2

- Draw Daniel praying. Write "Daniel prayed every day."

Years 3–4

- Write two sentences about Daniel's prayer habit.

Years 5–6

- Write a short paragraph explaining why prayer and perseverance matter.
-

G) Optional Extension

Write a short dialogue between Daniel and a friend about why he keeps praying.

H) Biblical Connection & Wrap-Up

Parent/Tutor Says:

"Philippians 4:6 tells us to pray in every situation. Daniel did that, and it gave him strength. We can pray and trust God too."

Close with:

"Next time, we'll look at Psalm 100 and learn how poetry shows joy and praise."

Australian Curriculum Codes:

- F–2: AC9EFLE02 (respond to stories and share feelings)
 - Y3–4: AC9E3LE03 (discuss how author uses language and illustrations)
 - Y5–6: AC9E6LE03 (identify characteristics that define author's style)
-

Lesson 6.2 – Serve the Lord with Gladness (Poetry)

English Focus: Exploring Joy and Praise in Psalm 100

Bible Verse: Psalm 100:2

Poetry Text: *"Serve the Lord with gladness; come before Him with joyful songs."*

A) Introduction

Parent/Tutor Says:

"Today we're learning how poetry expresses joy and praise. Psalm 100:2 tells us to serve God with gladness and come before Him with singing. We'll explore how these words make the poem joyful and how praise changes our attitude."

B) Teaching Section

Parent/Tutor Says:

"When poets write about joy, they use words that make us feel happy and thankful. In this verse, the poet says 'gladness' and 'joyful songs.' These words show excitement and love for God."

Do:

- Read Psalm 100:2 aloud slowly.
- Explain: "Serving God means obeying Him and helping others. Doing it with gladness means doing it happily."

Write on a page:

- Joy words: gladness, joyful, songs, praise

Parent/Tutor Says:

"These words help us imagine singing and smiling as we worship."

C) Guided Practice by Age Group

Foundation–Year 2

Parent/Tutor Says:

"Point to the word 'gladness.' What does it mean?"

Activity: Students say "happy" and draw a smiling face.

Years 3–4

Parent/Tutor Says:

"Write one sentence about why we should serve God with gladness."

Years 5–6

Parent/Tutor Says:

"Write two sentences explaining how praise changes our attitude."

D) Narration

Parent/Tutor Says:

"Tell me what we learned today. What does Psalm 100 teach us about joy?"

Older students may write their answer.

E) Thinking Questions

Foundation–Year 2

1. What does 'gladness' mean?
2. Who do we serve with joy?

Years 3–4

1. Why does the poet tell us to sing joyfully?
2. How does praising God make you feel?

Years 5–6

1. Explain how joyful words make this verse powerful.
 2. Why is gladness important when serving God?
-

F) Learning Activities

Foundation–Year 2

- Draw yourself singing to God. Write "I will praise God."

Years 3–4

- Write an acrostic poem using the word JOYFUL.

Years 5–6

- Write a short paragraph explaining why Psalm 100 is joyful. Use at least one joy word.
-

G) Optional Extension

Write your own two-line praise poem about something you are thankful for.

H) Biblical Connection & Wrap-Up

Parent/Tutor Says:

"Psalm 100 reminds us to serve God with gladness and praise Him with joy. Praise helps us focus on God's goodness."

Close with:

"Next time, we'll practice using figurative language in our writing."

Australian Curriculum Codes:

- F-2: AC9EFLE04 (explore rhythms and sound patterns)
- Y3-4: AC9E4LE04 (examine literary devices in poetry)
- Y5-6: AC9E6LE04 (explain sound and imagery in poetry)

Lesson 6.3 – Adding Figurative Language

English Focus: Using Similes and Metaphors to Make Writing More Vivid

Book: *The Lion's Roar*

Bible Verse: Daniel 6:22

Focus: Enhancing descriptive writing with figurative language.

A) Introduction

Parent/Tutor Says:

"Today we're learning how to make our writing more interesting by using figurative language. Figurative language includes similes and metaphors. A simile compares two things using words like *as* or *like*. A metaphor says something *is* something else to create a strong picture."

B) Teaching Section

Parent/Tutor Says:

"Here are examples:

- **Simile:** 'Daniel was as brave as a lion.'
 - **Metaphor:** 'Daniel's faith was a shield.'
- These phrases help readers imagine courage and strength."

Do:

- Write both examples on a page or whiteboard.
- Read them aloud slowly.

Parent/Tutor Says:

"Notice how similes and metaphors make writing more vivid."

C) Guided Practice by Age Group

Foundation–Year 2

Parent/Tutor Says:

"Say this with me: 'Daniel was as brave as a lion.' Now write it on your page."

Activity: Students copy the sentence and draw a lion.

Years 3–4

Parent/Tutor Says:

"Write one simile about Daniel and one about the lions. Example: 'The lions were as quiet as shadows.'"

Years 5–6

Parent/Tutor Says:

"Write a short paragraph (3–4 sentences) about Daniel in the lions' den. Include one simile and one metaphor."

D) Narration

Parent/Tutor Says:

"Tell me what we learned today. What is a simile? What is a metaphor?"

Older students may write their answer.

E) Thinking Questions

Foundation–Year 2

1. What word do we use in a simile?
2. Who was brave like a lion?

Years 3–4

1. Why do writers use similes?
2. How do metaphors make writing stronger?

Years 5–6

1. Explain how figurative language changes the mood of a story.
 2. Why is it important to use vivid language?
-

F) Learning Activities

Foundation–Year 2

- Copy the simile and draw a picture.

Years 3–4

- Write two similes about Daniel and the lions.

Years 5–6

- Write a paragraph about Daniel's courage using one simile and one metaphor.
-

G) Optional Extension

Rewrite a scene from *The Lion's Roar* adding figurative language to make it more vivid.

H) Biblical Connection & Wrap-Up

Parent/Tutor Says:

"Daniel said, 'My God sent His angel, and He shut the mouths of the lions' (Daniel 6:22). Figurative language helps us imagine courage and protection, just like this verse shows God's power."

Close with:

"Next time, we'll learn about courage under pressure in the lions' den."

Australian Curriculum Codes:

- F-2: AC9EFLY06 (create short written texts)
- Y3-4: AC9E4LY06 (plan and create imaginative texts)
- Y5-6: AC9E6LY06 (plan and publish texts using figurative language and vivid vocabulary)

TOPIC 7	COURAGE UNDER PRESSURE

Lesson 7.1 – Courage Under Pressure

English Focus: Analyzing Mood and Tension in Narrative

Book: *The Lion's Roar*

Bible Verse: Daniel 6:22

Focus: How the author creates tension and shows courage in the lions' den scene.

A) Introduction

Parent/Tutor Says:

"Today we're learning how authors make a story exciting by creating tension. In *The Lion's Roar*, Daniel is thrown into the lions' den. This is a scary moment, but Daniel stays calm because he trusts God. We'll see how the author shows courage under pressure."

B) Teaching Section

Parent/Tutor Says:

"When authors want readers to feel tension, they use words that describe danger and fear. They also show how characters respond. Let's read the verse that tells us what happened."

Do:

- Read Daniel 6:22 aloud: *'My God sent His angel, and He shut the mouths of the lions.'*
- Read the section in the book where Daniel is in the lions' den.

Parent/Tutor Says:

"Let's find the words that make the scene tense and the words that show courage."

Write on a page:

- Tension words: dark, lions, roar, danger
 - Courage words: calm, trusted, prayed
-

C) Guided Practice by Age Group

Foundation–Year 2

Parent/Tutor Says:

"Point to the lions. What sound do they make?"

Activity: Students say "roar" and draw Daniel with the lions.

Years 3–4

Parent/Tutor Says:

"Find a sentence that shows danger and one that shows courage. Copy them."

Years 5–6

Parent/Tutor Says:

"Write two sentences explaining how the author makes this scene exciting."

D) Narration

Parent/Tutor Says:

"Tell me what we learned today. How does the author show courage under pressure?"

Older students may write their answer.

E) Thinking Questions

Foundation–Year 2

1. Who was in the lions' den?
2. What did God do?

Years 3–4

1. How does the author make the scene scary?
2. How does Daniel show courage?

Years 5–6

1. Explain how mood and tension are created in this scene.
 2. Why is Daniel's calmness important?
-

F) Learning Activities

Foundation–Year 2

- Draw Daniel and the lions. Write "God kept Daniel safe."

Years 3–4

- Write two sentences: one about danger, one about courage.

Years 5–6

- Write a short paragraph explaining how the author creates tension and shows courage.
-

G) Optional Extension

Rewrite the scene from the perspective of one of the lions. How does it feel when the angel arrives?

H) Biblical Connection & Wrap-Up

Parent/Tutor Says:

"Daniel said, 'My God sent His angel.' This shows that God protects those who trust Him. Courage under pressure comes from faith."

Close with:

"Next time, we'll look at Psalm 23 and write a comfort poem."

Australian Curriculum Codes:

- F–2: AC9EFLE03 (recognise features of literary texts)
 - Y3–4: AC9E3LE03 (explore how settings and events influence mood)
 - Y5–6: AC9E6LE03 (identify characteristics that define an author's style)
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Lesson 7.2 – Comfort in Trials (Poetry)

English Focus: Writing a Comfort Poem Inspired by Psalm 23

Bible Verse: Psalm 23:6

Poetry Text: *"Surely goodness and mercy shall follow me all the days of my life, and I will dwell in the house of the Lord forever."*

A) Introduction

Parent/Tutor Says:

"Today we're learning how poetry gives comfort and hope. Psalm 23:6 reminds us that God's goodness and mercy are always with us. We'll explore these words and write our own short comfort poem."

B) Teaching Section

Parent/Tutor Says:

"When poets write about comfort, they use words that make us feel safe and loved. In this verse, the poet says 'goodness and mercy shall follow me.' That means God's love is always with us."

Do:

- Read Psalm 23:6 aloud slowly.
- Explain: "To dwell in the house of the Lord means to be close to God forever."
Write on a page:
- Comfort words: goodness, mercy, forever, dwell

Parent/Tutor Says:

"These words help us imagine peace and safety."

C) Guided Practice by Age Group

Foundation–Year 2

Parent/Tutor Says:

"Say this with me: 'God is good.' Now draw a picture of a happy home."

Activity: Students write one word: "safe."

Years 3–4

Parent/Tutor Says:

"Write one sentence about why God's goodness makes you feel safe."

Years 5–6

Parent/Tutor Says:

"Write two sentences explaining how this verse gives hope."

D) Narration

Parent/Tutor Says:

"Tell me what we learned today. What does Psalm 23:6 promise?"

Older students may write their answer.

E) Thinking Questions

Foundation–Year 2

1. Who follows us in this verse?
2. What does 'forever' mean?

Years 3–4

1. Why does the poet use the word 'mercy'?
2. How does this verse make you feel?

Years 5–6

1. Explain how imagery makes this verse comforting.
 2. How does the poet use promise and hope?
-

F) Learning Activities

Foundation–Year 2

- Draw a home and write "God is with me."

Years 3–4

- Write two sentences about why God's goodness gives comfort.

Years 5–6

- Write a short comfort poem (3–4 lines) using at least one word from the verse.
-

G) Optional Extension

Create a "Promise Poster" with the words "Goodness and Mercy" and decorate it with symbols of peace.

H) Biblical Connection & Wrap-Up

Parent/Tutor Says:

"Psalm 23:6 reminds us that God's goodness and mercy never leave us. That gives us hope and peace."

Close with:

"Next time, we'll practice editing and improving our writing for clarity."

Australian Curriculum Codes:

- F-2: AC9EFLE04 (explore rhythms and sound patterns)
- Y3-4: AC9E4LE04 (examine literary devices in poetry)
- Y5-6: AC9E6LE04 (explain sound and imagery in poetry)

Lesson 7.3 – Editing for Clarity and Flow

English Focus: Revising Writing to Improve Sentences and Paragraphs

Book Context: *The Lion's Roar*

Bible Verse: Proverbs 4:25

Focus: Checking writing for clear ideas, correct punctuation, and smooth flow.

A) Introduction

Parent/Tutor Says:

"Today we're learning how to make our writing better by editing. Editing means checking what we wrote to make sure it is clear, correct, and easy to read. Good writers always edit their work before sharing it."

B) Teaching Section

Parent/Tutor Says:

"When we edit, we look for three things:

1. **Clarity** – Does it make sense?
2. **Punctuation** – Does each sentence start with a capital letter and end with a full stop?
3. **Flow** – Do the sentences sound smooth together?

Here's an example of a rough sentence:

'Daniel brave he pray every day.'

Now here's the edited version:

'Daniel was brave. He prayed every day.'

See how the edited version is clear and correct?"

Do:

- Write both versions on a page or whiteboard.
- Read them aloud slowly.

Parent/Tutor Says:

"Editing makes writing easier to understand."

C) Guided Practice by Age Group

Foundation–Year 2

Parent/Tutor Says:

"Look at this sentence: 'Daniel pray every day.' Fix it by adding one word."

Activity: Students write: 'Daniel prayed every day.'

Years 3–4

Parent/Tutor Says:

"Check your sentences. Do they start with a capital letter and end with a full stop? Fix any mistakes."

Years 5–6

Parent/Tutor Says:

"Read your paragraph aloud. Does it sound smooth? Add joining words like 'and' or 'because' to improve flow."

D) Narration

Parent/Tutor Says:

"Tell me what we learned today. Why do writers edit their work?"

Older students may write their answer.

E) Thinking Questions

Foundation–Year 2

1. What does editing mean?
2. What should every sentence have?

Years 3–4

1. Why do we check punctuation?
2. How does editing make writing better?

Years 5–6

1. Explain why flow is important in writing.
 2. How can joining words improve clarity?
-

F) Learning Activities

Foundation–Year 2

- Fix two short sentences by adding capital letters and full stops.

Years 3–4

- Edit three sentences for punctuation and clarity.

Years 5–6

- Edit a paragraph for clarity and flow. Add at least two joining words.

G) Optional Extension

Rewrite one of your previous paragraphs (from Lesson 6.3 or 5.3) to make it clearer and more interesting.

H) Biblical Connection & Wrap-Up

Parent/Tutor Says:

"Proverbs 4:25 says, 'Let your eyes look straight ahead.' Editing helps us focus and make our writing clear. Good writing honours God by sharing truth well."

Close with:

"Next time, we'll start our final topic about God's deliverance."

Australian Curriculum Codes:

- F-2: AC9EFLY06 (create and edit short written texts)
- Y3-4: AC9E4LY06 (plan, create, and edit imaginative texts)
- Y5-6: AC9E6LY06 (plan, create, and edit texts using paragraphs and cohesive devices)

Lesson 8.1 – God’s Deliverance

English Focus: Comparing Endings and Themes in Narrative

Book: *The Lion’s Roar*

Bible Verse: Daniel 6:27

Focus: How the author shows God’s power and deliverance at the end of the story.

A) Introduction

Parent/Tutor Says:

“Today we’re learning about endings in stories. Endings often show the main message or theme. In *The Lion’s Roar*, the ending shows God’s power and how He delivered Daniel from the lions. We’ll compare this ending with the ending of *The Shepherd’s Stone* to see how both stories show God’s help.”

B) Teaching Section

Parent/Tutor Says:

“When authors write endings, they often use strong words to make the message clear. Let’s read the verse that tells us what happened after Daniel was saved.”

Do:

- Read Daniel 6:27 aloud: ‘*He rescues and He saves; He performs signs and wonders in the heavens and on the earth. He has rescued Daniel from the power of the lions.*’
- Read the last section of *The Lion’s Roar* where Daniel is safe and the king praises God.

Parent/Tutor Says:

“Now think about the ending of *The Shepherd’s Stone*. David defeated Goliath and everyone saw God’s power. Both endings show that God helps those who trust Him.”

Write on a page:

- Key ideas: rescue, victory, trust, praise

C) Guided Practice by Age Group

Foundation–Year 2

Parent/Tutor Says:

“Who saved Daniel? Who helped David?”

Activity: Students say “God” and draw a picture of Daniel safe from lions.

Years 3–4

Parent/Tutor Says:

"Write one sentence about how God helped Daniel and one about how God helped David."

Years 5–6

Parent/Tutor Says:

"Write two sentences comparing the endings of both stories. How are they similar?"

D) Narration

Parent/Tutor Says:

"Tell me what we learned today. How do endings show the main message of a story?"

Older students may write their answer.

E) Thinking Questions

Foundation–Year 2

1. Who rescued Daniel?
2. Who helped David win?

Years 3–4

1. Why do both stories end with praise to God?
2. How does the ending make you feel?

Years 5–6

1. Explain how the endings show the theme of trust.
 2. Why do authors use strong endings?
-

F) Learning Activities

Foundation–Year 2

- Draw Daniel safe from lions and write "God rescues."

Years 3–4

- Write two sentences: one about Daniel's rescue, one about David's victory.

Years 5–6

- Write a short paragraph comparing the endings of both books.

G) Optional Extension

Write a short prayer of thanks for God's help in hard times.

H) Biblical Connection & Wrap-Up

Parent/Tutor Says:

"Daniel 6:27 reminds us that God rescues and saves. Both stories show that trusting God brings victory and safety."

Close with:

"Next time, we'll look at Psalm 91 and write about God's promise of life."

Australian Curriculum Codes:

- F-2: AC9EFLE03 (recognise features of literary texts)
 - Y3-4: AC9E3LE03 (explore how settings and events influence mood)
 - Y5-6: AC9E6LE03 (identify characteristics that define an author's style)
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Lesson 8.2 – Poetry: *God’s Promise of Life* (Psalm 91)

English Focus: Exploring Assurance and Imagery in Psalm 91

Bible Verse: *Psalm 91:16* – “With long life I will satisfy him and show him my salvation.”

Focus: Understanding how poetry expresses safety and promise.

A) Introduction

Parent/Tutor Says:

“Today we’re learning how poetry gives us hope and confidence. Psalm 91:16 promises long life and salvation. We’ll explore how these words make us feel safe and loved.”

B) Teaching Section

Explain imagery and promise:

- “Long life” = safety and blessing
 - “Salvation” = rescue and eternal life
- Write on a page:
Promise words: life, satisfy, salvation
-

C) Guided Practice by Age Group

- **Foundation–Year 2:** Draw a picture of someone safe and happy. Write “God gives life.”
 - **Years 3–4:** Write one sentence about why God’s promise is comforting.
 - **Years 5–6:** Write two sentences explaining how this verse gives hope.
-

D) Narration

“What does Psalm 91:16 promise? How does it make you feel?”

E) Thinking Questions

- F–2: Who gives life?
- Y3–4: Why is salvation important?
- Y5–6: Explain how promise and imagery work together.

F) Learning Activities

- F–2: Draw and label “God cares for me.”
 - Y3–4: Write two sentences about God’s promise.
 - Y5–6: Write a short paragraph explaining why this verse is comforting.
-

G) Optional Extension

Create a “Promise of Life” poster with Psalm 91:16 and decorate with symbols of hope.

H) Biblical Connection & Wrap-Up

“Psalm 91 reminds us that God promises life and salvation. That gives us confidence and peace.”

Australian Curriculum Codes:

- F–2: AC9EFLE04
 - Y3–4: AC9E4LE04
 - Y5–6: AC9E6LE04
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Lesson 8.3 – Writing Skills: Preparing for the Final Piece

English Focus: Drafting and Organizing Ideas for a Narrative or Reflection

Book: *The Lion's Roar*

Bible Verse: Daniel 6:27

Focus: Writing about God's deliverance using clear structure and vivid language.

A) Introduction

Parent/Tutor Says:

"Today we're going to start drafting our final piece. Good writing begins with planning. We'll learn how to organize ideas into a clear structure so our writing is easy to read and powerful."

B) Teaching Section

Explain the three parts of a strong text:

- **Introduction:** State the main idea (e.g., "God delivers those who trust Him").
- **Body:** Give examples from the stories of David and Daniel.
- **Conclusion:** Reflect on what this means for us today.

Write on a page:

- Beginning = Main idea
- Middle = Examples and details
- End = Reflection or lesson

Show an example:

"God helps those who trust Him. David trusted God and defeated Goliath. Daniel trusted God and was safe in the lions' den. We can trust God too."

C) Guided Practice by Age Group

- **Foundation–Year 2:**
Write one sentence about God helping Daniel. Draw a picture of Daniel safe from lions.
Example: "God helped Daniel."
- **Years 3–4:**
Write three sentences: one for the beginning, one for the middle, and one for the end of your story.
Example:
"God helps people. David trusted God and won. Daniel prayed and was safe."

- **Years 5–6:**

Write a short paragraph (4–5 sentences) with a topic sentence, supporting details, and a conclusion.

Example:

“God delivers those who trust Him. David fought Goliath because he believed in God’s power. Daniel prayed even when it was dangerous, and God kept him safe. These stories show that faith brings courage. We can trust God in hard times too.”

D) Narration

Parent/Tutor Says:

“Tell me what we learned today. Why do we plan before we write? How does a clear structure help readers?”

Older students may write their answer.

E) Thinking Questions

- **Foundation–Year 2:**

Who helped Daniel?

What did God do?

- **Years 3–4:**

Why is trust important in these stories?

How do endings show God’s power?

- **Years 5–6:**

Explain why structure matters in writing.

How do examples make your writing stronger?

F) Learning Activities

- **Foundation–Year 2:**

Write one sentence and draw a picture.

- **Years 3–4:**

Write three sentences for your plan: beginning, middle, end.

- **Years 5–6:**

Write a short paragraph with a clear topic sentence and conclusion.

G) Optional Extension

Add one descriptive word or phrase to make your writing more vivid (e.g., “Daniel prayed bravely” or “David faced the giant with courage”).

H) Biblical Connection & Wrap-Up

Parent/Tutor Says:

"Daniel 6:27 says God rescues and saves. Our writing today reminds us that God helps those who trust Him. Planning and drafting make our writing clear and strong."

Close with:

"Next time, we'll complete our final assessment."

Australian Curriculum Codes:

- F-2: AC9EFLY06 (create short written texts)
- Y3-4: AC9E4LY06 (plan and create imaginative texts)
- Y5-6: AC9E6LY06 (plan and publish texts using paragraphs and vivid vocabulary)

TOPIC 9	CULMINATING PROJECT OR ASSESSMENT

Final Assessment Tasks

Foundation–Year 2 Task

Task: Create a picture and write two sentences about how God helped Daniel.

Achievement Standards: Retell events, use simple sentences, correct punctuation.

Sample Answer:

Picture of Daniel in lions' den. Sentences: "God helped Daniel. Daniel was safe."

Years 3–4 Task

Task: Write a short paragraph (3–4 sentences) comparing David and Daniel's trust in God.

Achievement Standards: Organize ideas, use topic-specific vocabulary, correct sentence punctuation.

Sample Answer:

"David trusted God and fought Goliath. Daniel trusted God and prayed. Both were brave because they believed God would help them."

Years 5–6 Task

Task: Write a narrative or reflection (6–8 sentences) showing how God delivers those who trust Him. Include one literary device (simile or metaphor).

Achievement Standards: Use paragraphs, complex sentences, literary devices, correct spelling and punctuation.

Sample Answer:

"Daniel's faith was a shield in the lions' den. He prayed and trusted God. David also trusted God when he faced Goliath. Both stories show that God rescues those who believe. Faith makes us strong like a tower."

Rubrics (5 Levels for Each Task)

Foundation–Year 2 Rubric

	Content & Ideas	Sentence Structure	Spelling & Punctuation	Presentation
5 – Excellent	Clear idea, both sentences show understanding	Sentences complete and correct	No errors	Neat, colourful
4 – Very Good	Idea mostly clear, one sentence strong	Minor errors	1–2 minor errors	Neat
3 – Satisfactory	Basic idea, limited detail	Some incomplete sentences	Several errors	Acceptable
2 – Developing	Idea unclear	Frequent errors	Many mistakes	Untidy
1 – Beginning	Off-topic or missing	Cannot form sentences	Major errors	Poor

Years 3–4 Rubric

	Content & Ideas	Structure & Cohesion	Language Features	Spelling & Punctuation
5 – Excellent	Clear comparison, detailed	Logical flow	Uses topic words	No errors
4 – Very Good	Comparison clear, minor gaps	Mostly logical	Some topic words	Few errors
3 – Satisfactory	Basic comparison	Limited flow	Simple words	Several errors
2 – Developing	Idea unclear	Poor flow	Minimal vocabulary	Many mistakes
1 – Beginning	Off-topic	No structure	No topic words	Major errors

Years 5–6 Rubric

	Content & Ideas	Structure & Cohesion	Literary Devices	Spelling & Punctuation
5 – Excellent	Rich ideas, clear theme	Well-organized paragraphs	At least one effective device	No errors
4 – Very Good	Good ideas, minor gaps	Mostly organized	Device attempted	Few errors
3 – Satisfactory	Basic ideas	Limited cohesion	Weak device	Several errors
2 – Developing	Idea unclear	Poor structure	No device	Many mistakes

1 – Beginning	Off-topic	No structure	No device	Major errors
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