

Ask a partner: What do you think about fasting?

First Man

Tom is fasting. He **gets** up. He doesn't **wash** his face. He doesn't **shave** his face. He looks tired. He goes to work. He **frowns**. People see him and ask, "What's wrong?" He tells everyone, "Look at me, I'm fasting." "Oh, good for you!" they say. Everyone knows he is fasting.

Second Man

John is fasting. He gets up. He washes his face. He shaves his face. He is tired, but he **smiles**. He goes to work. He is very **hungry**, but he works hard. He doesn't tell anyone he is fasting. Only God knows he is fasting.

Grammar: What do you do in the morning?

1. Act out each verb:

get up, wash, shave, smile, frown
comb, get dressed, eat, drink

2. Make a sentence with each verb, using **I, You, He, She, It, We, They**

Example: I get up at 8:00 am.

He **gets** up at 8:00 am.

3. Answer: When do you add /s/ or /es/?

4. **Talk with a partner!**

Ask, “What do you do in the morning?”

Talk about the story!

1. What does the first man do?
2. What does the second man do?
3. What do you think about the stories?
4. Which man pleases God?
5. Which man pleases himself?

Fasting

“When you fast, do not look somber as the **hypocrites** do, for they disfigure their faces to show others they are fasting. Truly I tell you, they have received their reward in full. But when you fast, put oil on your head and wash your face, so that it will not be obvious to others that you are fasting, but only to your Father, who is unseen; and your Father, who sees what is done in secret, will reward you.”

What does the word “hypocrite” mean to you?

Do you see people who are hypocrites?

What do you think about fasting?

Suggestions:

1. Talk about fasting and Ramadan before you read. Ask about what the student does during Ramadan, when he or she fasts and can eat, how he or she celebrates afterwards, etc. Only use the verse below with students who are more advanced. With intermediate students, you could read it to them and explain what it means, then discuss.
2. Have the student read each example a couple of times. Use facial expressions to help teach the meaning of the story, line by line. Once the student is able to read word by word, work on intonation and expression together. Emphasize the words that create a visual picture. With more advanced students, have them do a “quick read” silently and spend more time on reading the verses from **Matthew 6:16-18**. (Pray about when and how to share about where the verse is from. With students you do not know very well, you might want to have them read the verse and decide what they think before you share where it comes from. With students who you’ve talked about the Bible with before, you might just share right away.) After reading, listen to this passage in Somali, using the **bible.is** app.
3. Writing: For beginners, have the student copy the story into his or her notebook, as a dictation-you read a sentence out loud and the student tries to write it without looking. Have the student try first, then check his or her own work. For more intermediate learners, do a “shared writing”. Help the student tell you about Ramadan in short sentences. You write the sentences, teaching new vocab. as needed, then the student copies them. Use this as an opportunity for the student to teach you about his or her own holiday. For advanced students, have the student write a response to the story, such as their thoughts on “good fasting” or “pleasing to God”. Maybe this will be an opportunity for you to also share your thoughts.