

THE SOWER - Luke 8:4-15

(cf. Mat. 13:3-9, 18-23; Mk. 4:2-8, 13-20)

I. Introduction: *(Materials: large, rectangular storage or cardboard box, soil/dirt, cardboard or paper path, rocks/pebbles, thorns, seed)*

Create the sower scene in a large, rectangular storage or cardboard box (can probably utilize many materials used in the previous *Two Houses* lesson). Pour soil/dirt into the box. Create a “field of good soil” in the middle of the box. On one side of the field, add a cardboard or paper path. Create a “rocky place” with rocks/pebbles on another side of the field. Create a “thorny” area on a different side of the field with thorns. ***Another option is to create this scene outside*** and hold class outside. Scatter seed in the “field”, being careful to “spill” some onto the “path”, “rocky place” and the “thorns”. Elicit from the class what they think will happen to the seed in each of the areas (“path”, “rocky place”, “thorns”, “good soil in the field”). Tell the story.

II. Story: *(Refer to *Two Houses* lesson for tips on telling the story.)*

Jesus tells the story:

1. A farmer scattered seed on good dirt.
2. Some seed fell on the path. The birds ate the seed.
3. Some seed fell on rocks. The plants grew, but they died quickly.
4. Some seed fell on thorns. The plants grew, but the thorns choked them.

Jesus explains the story:

5. The seed on the path are people who hear God’s message, but the devil takes the message out of their hearts. They don’t believe.
6. The seed on the rocks are people who hear God’s message, but they give up when life is difficult.
7. The seed on the thorns are people who hear God’s message, but they have many worries.
8. The seed on the good dirt are people who hear God’s message and believe.

New words: *(Write the new words on the board and discuss the meaning of each word.)*

farmer, scattered, path, thorns, choked, message, devil, believe, difficult, dirt, worries

III. Questions: *(Ask the following questions to check the students’ understanding and ability to answer questions about the story.)*

- Who were the seed on the rocks?
- Who had many worries?
- What is God’s message? (This will be a good discussion starter since the answer isn’t given in the story. Allow students to respond before providing this answer. “For my Father’s will is that everyone who looks to the Son and believes in him shall have **eternal life**, and I will raise him up at the last day.” Jn. 6:40 “Now this is **eternal life**: that they may know you, the only true God, and Jesus Christ, whom you have sent. Jn. 17:3 Be sensitive and provide a translator if needed to accurately give this answer.)
- Where did the farmer scatter the seed?
- Why did the plants in the rocks die quickly? (Review the story in the Bible for this answer, although some gardeners may already know this.)

IV. Vocabulary: (Orally, students make sentences using selected vocabulary from the following).

<u>Nouns</u>	<u>Verbs</u>	<u>Adjectives</u>
farmer	scattered	difficult
path	choked	
worries.	worried	
thorns		
message		
devil		
dirt		

V. Group discussion: (Students often find it helpful to have the discussion topic or question written on the board.)

Possible discussions:

- In groups, discuss students' experiences with gardening that were similar to this farmer's experiences.
- In groups, discuss which seed describes "me". (Write on the board the following conversation starter, "I think I am most like the seed on the [path, rocks, thorns, good soil].")

VI. Game: - Practice using *but*

Example: Who in the class was at home last night? Who wasn't at home last night?

Teacher asks: Who was at home last night?

Student A: I was.

Teacher: Who wasn't at home last night?

Student B: I wasn't at home last night.

Teacher (speaking to Student C and demonstrating the correct answer and allowing him to repeat your answer, if needed): Put the two responses together, using *but*.

Student C: (Ali) was at home last night, but (Kim) wasn't.

1. Who wears glasses? Who doesn't wear glasses?
2. Who is married? Who isn't married?
3. Who has a car? Who doesn't have a car?
4. Who is hungry right now? Who isn't hungry right now?
5. Who doesn't drink coffee? Who drinks coffee?
6. Who didn't watch TV last night? Who watched TV last night?
7. Who can't speak (*a language*)? Who can speak (*a language*)?
8. Who won't be at home tonight? Who will be at home tonight?

VII. Extension: (Materials: a variety of plant, tree, and flower pictures accompanied with names from plant/seed catalogues or magazines, drawing paper, pencils and/or markers)

Supply a variety of plant, tree, and flower pictures accompanied with names from plant/seed catalogues or magazines. Have students browse through the pictures and names and draw a picture of the outside of their house, labeling the various trees, flowers, and plants. Then have each student tell the class or in small groups, depending on time, about the outside of their house.