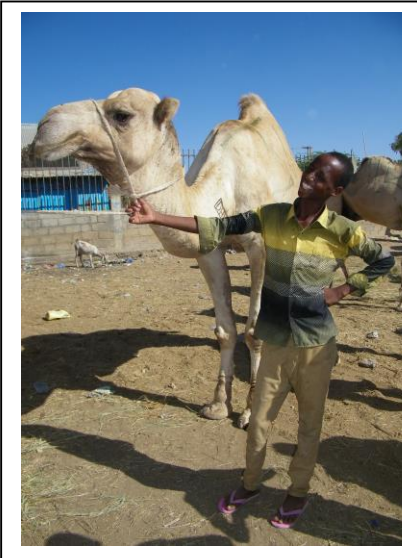


# The Good Herdsman



Long ago, there was a brave camel herdsman. He had many camels, and protected them from evil men, bad weather, and lions. The Good Herdsman could find water in the driest desert, and was not afraid. His camels were happy, safe, and full.

One day, the largest lion made a plan to get the camels. Late at night, the largest lion attacked the

Good Herdsman, thinking he would be sleeping – but he was awake and ready. The camels saw the battle and ran away scared. The Good

Herdsman and lion fought all night. When the camels came back early the next morning, there was much blood – the lion must have eaten the

Good Herdsman. The camels were sad and scared, and ran to a hiding place. For three

days they hid – knowing the lion was coming to eat them next.



Then, one camel went back to where the lion had won, looking for the bones of the Good Herdsman. When the lone camel got there, there were

no bones. The camel was very confused ... but then heard a wonderful voice- it was the Good Herdsman!

How could this be? Didn't he get eaten by the lion? The Good Herdsman was alive. His clothes were clean and new, but he had huge teeth marks from the battle with the lion. The Good Herdsman had beaten the lion. He said: "Go tell the other camels the good news - the lion can't kill anymore." Good news.



This is the Good News of Easter. Death has been beaten. Jesus - the Good Herdsman, has won - He is not dead, but alive.

## The Good Herdsman–Teacher Copy

Long ago (*beri hore* – “bear-ee hore-ay”), there was a brave camel herdsman. He had many camels, and protected (*abbaan* – ah-BAHN”) them from evil men, bad weather, and lions. The Good Herdsman could find water (*biyo* – “bee-yoo”) in the driest desert (*lama -degaan* – “lah-mah deh-GAHN”), and was not afraid (*baqanaya maya* – “baq-kan-nah-yah mah-yah”). His camels were happy, safe (*ammaan ah* – “ah-MAHN ah”), and full.

One day (*maalin maalmaha* – “MAH-leen MAHL-mah-hah”), the largest lion (*libaax* – “lee-BAH”) made a plan to get the camels. Late at night, the largest lion attacked (*weerarid* – “WAY-rah-rid”) the Good Herdsman, thinking he would be sleeping (*hurdo* – “hur-doh”) – but he was awake and ready. The camels saw the battle and ran away scared (*ka baqid* – “kah bah-kid”). The Good Herdsman and lion fought (*dagaal* – “dah-GAHL”) all night. When the camels came back early the next morning (*subax* – “sue-bah”), there was much blood (*dhiig* – “deeg”) – the lion must have eaten the Good Herdsman. The camels were sad and scared (*ka baqid* – “kah bah-kid”), and ran to a hiding place (*qarin* – “kahr-rin”). For three days they hid – knowing the lion was coming to eat them next.

Then, one camel went back to where the lion had won (*guuleysi* “guhl-lay-see”), looking for the bones (*laf* – “laff”) of the Good Herdsman. When the lone camel got there, there were no bones. The camel was very confused (*jahawareer* – “jah-hah-

*wah-RARE*)... but then heard a wonderful voice (*cod - "ohd"*) - it was the Good Herdsman!

How could this be? Didn't he get eaten by the lion? The Good Herdsman was alive (*nool - "nohl"*). His clothes (*dhar - "dahr"*) were clean and new, but he had huge teeth marks from the battle with the lion. The Good Herdsman had beaten (*oo fal tagay ah - "oh-fahl-tahg-guy ah"*) the lion. He said: "Go tell the other camels the good news (*war san - "wahr-sahn"*) - the lion can't kill (*maya dil - "mah-yah dihl"*) anymore." Good news.

□

This is the Good News (*war san - "wahr-sahn"*) of Easter. Death has been beaten. Jesus (*Issa Masih - "ee-sah - mah-see"*) - the Good Herdsman, has won - He is not dead, but alive (*nool - "nohl"*).

## Suggestions:

Give the student the English only copy. This is so the student can learn to read fluently, without any stops. You use the copy with the Somali words to help with meaning, where needed.

Before the student reads, do “naming”. The student points to the pictures and “names” everything he or she knows in English. You can also teach new words this way before reading. Try not to tell the Somali words when using pictures for meaning, but rather have student try to figure out the Somali word. Tell only the difficult words that are not in the pictures or cannot be explained with gestures or objects in the room. For example, instead of immediately saying the word for “bones” in Somali, you could show the bones on your hand and see if the student can guess what you mean. If in a group, turn it into a guessing game. This will help the student think in English and not always translate while reading.