

The Sign of Opportunity

Matthew sees a man by the roadside holding a sign that says, “Will Work for Food.” Does the man really need help or not?

Mrs. Schilling pulled out of Knowlton Elementary School and headed toward home.

“Ah we almost home?” Emily lisped, leaning forward against her seat belt.

“You were with Mom when she brought us to school this morning, Em.” Matthew smiled at his little sister—who wasn’t so little anymore. “Everything looks different from this direction, though, doesn’t it, Sis?”

“There’s the grocery store we shop at, Em.” Mom pointed out her window toward the huge store. “We’ll be home in about 15 minutes.”

“How much is 15 minutes?” Emily asked.

“By the time we get home, you’d be about halfway through your Zacchaeus video—if we started it right now.” Elizabeth Schilling smiled as she flipped the blinker to switch lanes.

“Can we staht it white now? Can we? Can we?”

“We don’t have your Zacchaeus video with us, Em,” Mom said. “You were watching it at home right before we left to pick up the boys.”

“Is 15 minutes to the paht wheah Zacchaeus climbs the twee?” Emily persisted.

Matthew pulled a video from the box on the Suburban’s floor, then slid it into the player between the front seats. “Fifteen minutes is where Jesus heals Bartimaeus the beggar in your *Miracles of Jesus* video, Em,” he said. “I’ll start that one for you instead.”

“Mom! Matthew!” Alex shouted suddenly. “Look at that poor man! He has a sign that says, ‘Will Work for Food.’” Alex pointed out his window. “We should feed him, Mom. He looks

like he needs clothes, too!”

“His clothes look like they’re too big,” Matthew said as they got closer.

Mom drove past the sign-man without a word. “Stop! Stop!” the boys shouted frantically.

“I’m not sure that would be such a good idea, guys.” Mom frowned as she turned off the highway onto the blacktop county road. “Sometimes people make signs like that because they want you to feel sorry for them. They just want you to give them money. They don’t really want to work for anything.”

“Help the blind! Please help the blind!” Bartimaeus pleaded from the TV. Emily watched as the people ignored him on their way to see Jesus.

“How do you know who really needs help then?” Matthew turned to watch the sign-man through the back window.

“Well,” Mom said thoughtfully, “I think there’s always work for people who really want to work.”

“But what if he’s tried and can’t find anything?” Alex strained in his seat belt to keep the man in view.

“Jesus, Son of David, have mercy on me!” Emily’s eyes were glued to the screen as blind Bartimaeus groped for his walking stick and tried to stand in the closely-packed crowd. “Jesus, have mercy on me!”

Mom signaled for another turn. “Some people even pretend to be crippled or blind so people will feel sorry for them and give them money,” she added. “Anyway, I don’t think it’s safe for me to pick up a strange man.” She glanced over her shoulder at the boys with a “this-conversation-is-over” look and turned up the radio.

No one said anything else until they

pulled into their driveway. “Jesus would help him,” Emily said suddenly, as the video finished with Jesus healing blind Bart’s eyes.

Later that evening the Schilling family gathered in the boys’ room for worship.

“It’s my tun to pick the stowy!” Emily handed Mom a brightly-colored picture book. “I want the Zacchaeus one.” Emily snuggled onto her daddy’s lap as Mom thumbed through the pages looking for the story.

“We read Zacchaeus last time it was your turn to pick, Em,” Alex moaned.

“Let’s sing first!” Emily jumped out of her daddy’s lap and started the verse of her favorite song. “Zacchaeus was a wee little man.” She bent over and pretended to measure just how short Zacchaeus was. “A wee little man was he. He climbed up in a sycamoah twee for the Laud he wanted to see. And as the Savio walked that way...”

The family watched with interest as Emily continued to do the motions with the song. She pretended to climb a tree, then walked her two fingers up her arm. She shaded her eyes as she finished. “And as the Savio passed that way He looked up in the twee. And he said, ‘Zacchaeus, you come down.’” Emily pointed her index finger at her watching family. “Sing!” she said. The family joined her and sang. “For I’m going to your house today. For I’m going to your house today.”

Emily clapped her hands and climbed back up onto Daddy’s lap. Her eyes were riveted to the pages as Mom read. Everyone else watched the changing expressions of anticipation, excitement, and contentment on Em’s face. She was special to them all and they were glad she was happy.

“Why did no one like Zacchaeus?” Mom asked as she closed the book.

“He was a tax collector!” Matthew said.

“Why was that a problem?” Dad turned to look at Matthew.

Emily scrunched her

face into a frown. “He cheated!”

“Why would Jesus want to go home with a cheater who didn’t work for his money?” Mom touched the end of Emily’s nose.

“Jesus loves us even when we make bad choices,” Matthew explained.

“Maybe he wanted to change,” Alex suggested.

“No one wants a cheater to work for them,” Matthew said.

Dad raised his eyebrows. “What if he just wanted people to think he was changing so he could cheat them even more?”

Emily pointed up. “Jesus loves evwyone!”

“I think the sign-man is a lot like Zacchaeus,” Matthew said thoughtfully. “Nobody likes him. No one wants to eat with him, either. They think that he’s a bad man and they just drive on past him.”

“Who is this sign-man, Matthew?” Dad looked over at his oldest son.

“We saw him on the way home,” Alex interrupted. “He was standing beside the road with a sign that said, ‘Will Work for Food.’” Alex crawled onto his Dad’s lap.

“Did you see him when you came home, too?”

Dad shook his head. “No, I didn’t see anyone like that on the way home today.”

“Good.” Emily put her hands on her hips. “Maybe somr one took him home fowah suppah.”

“Our Scripture verse this morning at school was something like, ‘Make the most of every chance you have for doing good.’” Matthew looked into his father’s eyes. “Doesn’t that mean we should help this guy, Dad?”

As Dad hesitated, Mom looked around her boys’ comfortable room. Toys filled the cubicles in the corner. The handsome twin beds had clean, matching sheets. Through the closet door she could glimpse rods full of attractive, well-made clothes—even the dirty

clothes hamper was packed with them! Her three

precious children were freshly bathed and ready for bed after a big supper of potato soup and blueberry muffins.

“No one really goes hungry in our little town, do they Thomas?” Mom reached out and straightened one of Emily’s curls. “People can get food stamps and welfare money. . . and most churches have assistance programs. I don’t think I’ve ever known anyone around here who’s ever had to go without food.”

Dad shrugged. “I really don’t know, Elizabeth,” he said. “I know there are some people who are willing to work for a while, but as soon as they get money, they buy alcohol or drugs. Since no one works well when they’re drunk or high, they usually lose their jobs. But we don’t really know anything about this ‘sign-man’ as you call him.” Dad paused. “Maybe he’ll be there tomorrow. Right now, though, we can pray for the sign-man, and Jesus might give us an idea of how we could help him.”

The family reverently bowed their heads. Then Dad asked an all-knowing God to help them find what the sign-man needed most.

(to be continued)

Discussion Time

Check understanding of the story and development of personal values.

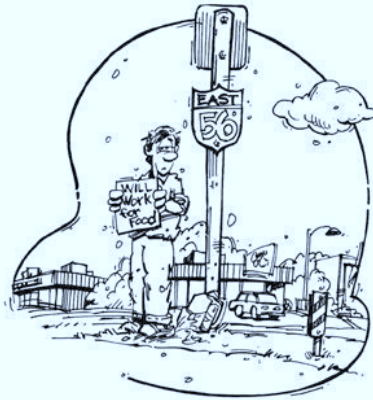
- What do you think Mrs. Schilling could have done for the sign-man when she saw him on the way home from school? Why?
- What do you think the Schilling family should do for the sign-man if they see him again?
- Why do you think Paul told the Ephesians to “Make the most of every opportunity you have for doing good”?
- Tell about a time when your family had an opportunity to help someone.
- How do you feel when you have done something good for someone?
- How did the people you helped feel?

A Preview

Write each word as your teacher says it.

Name _____

1. test
2. lift
3. Monday
4. chill
5. chest
6. pick
7. held
8. body
9. berry
10. began
11. answer



12. gift
13. visit
14. list
15. puppy

Scripture

Ephesians 5:16

5**3****Preview**

Test for knowledge of the correct spellings of these words.

**Customize Your List**

On a separate piece of paper, additional words of your choice may be tested.



I will say the word once, use the word in a sentence, then say the word again. Write the word on the lines in the worktext.

**Correct Immediately!**

Let's correct our preview. I will write each word on the board. Put a dot under each letter on your preview as I spell the word out loud. If you spelled a word wrong, rewrite it correctly.

**Take a minute to memorize...**

Read the memory verse to the class twice. Have the class practice it with you two more times.

Words with Short Vowels

Lesson
1Day 1
Lesson
1**5**

- | | |
|------------|---|
| 1. test | This isn't a test , but a preview to see what you already know. |
| 2. lift | Please lift this box of videos into the car for me. |
| 3. Monday | The Schillings were on their way home from school Monday afternoon. |
| 4. chill | There was no chill in the air. |
| 5. chest | The sign-man had a sign in front of his chest . |
| 6. pick | It is not safe to pick up a stranger. |
| 7. held | The man held the sign in his hand. |
| 8. body | Your body needs food. |
| 9. berry | What kind of berry muffins did the Schillings eat for supper? |
| 10. began | The Schillings began worship by singing, "Zacchaeus was a Wee Little Man." |
| 11. answer | Mr. Schilling did not have an answer for all their questions. |
| 12. gift | The gift of helping someone will bring a blessing to you. |
| 13. visit | A visit to a nursing home might do you good. |
| 14. list | Make a list of the good things you could do. |
| 15. puppy | The Schillings do not have a puppy . |

**Progress Chart**

Students may record scores. (Reproducible master in Appendix B.)

4

Word Shapes

Help students form a correct image of whole words.



Look at each word and think about its shape. Now, write the word in the correct word shape boxes. You may check off each word as you use it.

(Short vowels are usually found in syllables in which a vowel is immediately preceded and followed by a consonant, consonant cluster, or digraph.)



In the word shape boxes, color the letter that spells the short vowel sound in each word. Circle the words that have two syllables.

B Word Shapes

Name _____

Write each word in the correct word shape boxes. Next, in the word shape boxes, color the letter or letters that spells the short vowel sound in each word. Circle the words that have two syllables.

1. answer



2. began



3. berry



4. body



5. chest



6. chill



7. gift



8. held



9. lift



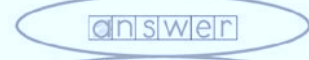
10. list



11. Monday



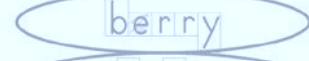
12. pick



13. puppy



14. test



15. visit



Answers may vary for duplicate word shapes.



Be Prepared For Fun

Check these supply lists for **Fun Ways to Spell** presented **Day 2**. Purchase and/or gather needed items ahead of time!

General

- Pencil
- 3 x 5 Cards (15 per child)
- Spelling List

Auditory

- Rhythm Instruments (two wooden spoons, two pans, maracas)
- Spelling List

Visual

- Sidewalk Chalk
- Spelling List

Tactile

- Play Dough
- Spelling List

C Hide and Seek

Name _____

Place an **X** on a coin for each word you spell correctly.



D Other Word Forms

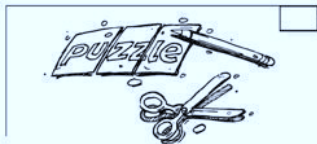
Using the words below, follow the instructions given by your teacher.

answerable	bodies	hold	listlessness	tested
answering	bodily	holding	enlisted	testing
begin	chillier	holds	picked	tests
beginner	chilliest	lifted	pickier	visitation
beginning	chilliness	lifting	pickiest	visited
begun	chilly	listing	picking	visiting
berries	gifted	listless	puppies	visitor

E Fun Ways to Spell

Initial the box of each activity you finish.

1.



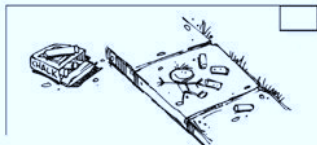
Spell your words with puzzles.

3.



Spell your words in rhythm.

2.



Spell your words with sidewalk chalk.

4.



Spell your words with play dough.

1

Hide and Seek

Reinforce correct spelling of current spelling words.

Write the words one at a time on the board. Use this activity for each word.



- **Look** at the word.
- **Say** the word out loud.
- Let's **hide** (cover) the word.
- **Write** the word on your paper.
- Let's **seek** (uncover) the word.
- **Check** your spelling. If your word is spelled wrong, write the word correctly next to it.

2

Other Word Forms

This activity is optional. Have students find and circle the Other Word Forms that are antonyms of the following:

- hotter
- the end
- releasing

3

Fun Ways to Spell

Four activities are provided. Use one, two, three, or all of the activities. Have students initial the box for each activity they complete.

Options:

- assign activities to students according to their learning styles
- set up the activities in learning centers for the class to do throughout the day
- divide the class into four groups and assign one activity per group
- do one activity per day

General

To spell your words with puzzles...

- Write each word on a card.
- Cut each card into thirds using a straight cut.
- Mix your puzzle pieces.
- Put the puzzles together.
- Check your spelling.

Auditory

To spell your words in rhythm...

- Look at a word on your spelling list.
- Close your eyes.
- Play your rhythm instruments softly while you whisper the spelling of the word.
- Open your eyes and check your spelling.

Visual

To spell your words with sidewalk chalk...

- Write each of your spelling words on the sidewalk (ball court or playground).
- Check your spelling.

Tactile

To spell your words with play dough...

- Roll pieces of play dough into ropes.
- Use the ropes to make the letters of each word.
- Put them in the right order to spell each word.
- Check your spelling.

Familiarize students with word meaning and usage.



Sentence Fun

At the top of your page, choose the spelling word that best completes each sentence and write it on the line.

ABC Order

Write the words **wagon**, **with**, **window**, and **west** on the board. Explain to the students that when words begin with the same letter, they need to look at the second letter in each word to put the words in alphabetical order. If the first two letters are the same, look at the third letter. Guide the students in putting these four words in alphabetical order.



Look at each set of words. Write them in alphabetical order on the lines.



Take a minute to memorize...

Read the memory verse to the class twice. Have the class practice it with you two more times.

F Working with Words

Name _____

Sentence Fun

Write the correct spelling word on the line to complete each sentence.

1. On Monday, Mom parked at the school.
2. She did not pick up the sign-man.
3. The sign he held said, "Will Work for Food."
4. Mom tried to answer the boy's questions.
5. Soon, my dad began to pray for the sign-man.
6. Jesus went to visit Zacchaeus.

ABC Order

Dictionary words are listed in alphabetical order. Words beginning with **a** come first, then words beginning with **b**, and so on. It is simple to find a word in the dictionary if you know about alphabetical order. Write the words from each group in alphabetical order.

- test puppy list
1. list
 2. puppy
 3. test



When words begin with the same letter, look at the second letter to put the words in alphabetical order. Write the words in alphabetical order.

- gift berry body
4. berry
 5. body
 6. gift

If the first two letters are the same, look at the third letter. Write the words in alphabetical order.

- chill chest lift
7. chest
 8. chill
 9. lift



Word Bank

answer	held	list	body	chill
began	test	pick	Monday	chest
berry	gift	visit	puppy	lift

G Dictation

Name _____

Listen and write the missing words and punctuation.

1. Mom will pick up the boys from school on Monday .
2. Please write each answer on your test .
3. The sign he held said , " Will Work for Food . "

H ProofreadingIf a word is misspelled, fill in the oval by that word. If all the words are spelled correctly, fill in the oval by **no mistake**.

- | | | |
|--|--|---|
| 1. <input type="radio"/> red
<input checked="" type="radio"/> anser
<input type="radio"/> list
<input type="radio"/> no mistake | 4. <input checked="" type="radio"/> bary
<input type="radio"/> ten
<input type="radio"/> lift
<input type="radio"/> no mistake | 7. <input checked="" type="radio"/> monday
<input type="radio"/> began
<input type="radio"/> list
<input type="radio"/> no mistake |
| 2. <input type="radio"/> bus
<input type="radio"/> held
<input checked="" type="radio"/> pupy
<input type="radio"/> no mistake | 5. <input checked="" type="radio"/> pik
<input type="radio"/> gift
<input type="radio"/> God
<input type="radio"/> no mistake | 8. <input type="radio"/> held
<input type="radio"/> man
<input type="radio"/> fun
<input checked="" type="radio"/> no mistake |
| 3. <input type="radio"/> lad
<input checked="" type="radio"/> chil
<input type="radio"/> tan
<input type="radio"/> no mistake | 6. <input type="radio"/> chest
<input type="radio"/> run
<input checked="" type="radio"/> viziit
<input type="radio"/> no mistake | 9. <input checked="" type="radio"/> bodie
<input type="radio"/> test
<input type="radio"/> pot
<input type="radio"/> no mistake |

9

Lesson 1

1

Dictation

Reinforce correct spelling by using current and previous words in context.



Listen as I read each sentence and then write the missing words and ending punctuation in your worktext. (Slowly read each sentence twice. Sentences are found in the student text to the left.)

2

Proofreading

Familiarize students with standardized test format and reinforce recognizing misspelled words.

Look at each set of words. If a word is misspelled, fill in the oval by that word. If all the words are spelled correctly, fill in the oval by **no mistake**.

3

Hide and Seek

Reinforce correct spelling of current spelling words. (A reproducible master is provided in Appendix A as shown on the inset page to the right.)

Write the words one at a time on the board. Use this activity for each word.



- **Look** at the word.
- **Say** the word out loud.
- Let's **hide** (cover) the word.
- **Write** the word on your paper.
- Let's **seek** (uncover) the word.
- **Check** your spelling. If your word is spelled wrong, write the word correctly next to it.

4

Other Word Forms

Have your students complete this activity to strengthen spelling ability and expand vocabulary.

1

Posttest

Test mastery of the spelling words.



I will say the word once, use the word in a sentence, then say the word again. Write the word on your paper.

- | | |
|-----------|--|
| 1. lift | Please lift the TV over the front seat. |
| 2. pick | Emily wanted to pick a video. |
| 3. Monday | The Schillings were on their way home Monday afternoon. |
| 4. began | The story of Bartimaeus began with him begging by the gate. |
| 5. answer | Jesus knows the answer to every problem. |
| 6. chest | Matthew's chest felt tight when he saw the sign-man. |
| 7. body | Your body needs a balanced diet every day. |
| 8. berry | The berry muffins are everyone's favorite. |
| 9. chill | We will chill the drinks in the refrigerator. |
| 10. gift | The gift of kindness is always welcome. |
| 11. held | Dad held Emily on his lap. |
| 12. list | Make a list of people you could help. |
| 13. puppy | You can help the puppy who is at the humane society. |
| 14. visit | Take the opportunity to visit someone in the hospital. |
| 15. test | Did you study hard for the final test ? |



Progress Chart

Students may record scores. (Reproducible master in Appendix B.)



Personal Dictionary

Students may add any words they have misspelled to their personal dictionaries for reference when writing. (Cover in Appendix B.)

Hide and Seek

Check a coin for each word you spell correctly.



Other Word Forms

Sentence Fun

Write the word that completes each sentence.

- | | | |
|--|-----------|-----------|
| 1. When the telephone rings, she <u>answers</u> it. | answering | answers |
| 2. After swimming all day, he felt <u>chilly</u> . | chilling | chilly |
| 3. Sal and her mom picked <u>berries</u> on the hill. | berries | berrying |
| 4. Tom <u>lifted</u> his head when he heard the noise. | lifted | lifting |
| 5. Meg <u>listed</u> things she wanted. | enlisted | listed |
| 6. It is hard to tell which cat is the <u>pickiest</u> . | pickiest | picking |
| 7. The <u>visiting</u> speaker told good stories. | visiting | visited |
| 8. The <u>bodies</u> of the race cars were built strong. | bodily | bodies |
| 9. We will be <u>tested</u> over five chapters in math. | tests | tested |
| 10. My little sister is <u>beginning</u> school this year. | begun | beginning |
| 11. The glass I was <u>holding</u> slipped from my hands. | holds | holding |
| 12. The <u>puppies</u> have fluffy fur and curly tails. | puppy | puppies |
| 13. People are <u>gifted</u> in many different ways. | gifts | gifted |
| 14. When I got to school, class had <u>begun</u> . | begun | begin |
| 15. The air is <u>chillier</u> than it was yesterday. | chillier | chilliest |
| 16. My cousin came as a <u>visitor</u> to our class. | visited | visitor |
| 17. We had trouble <u>lifting</u> the rocks. | lifting | lifts |
| 18. <u>Picking</u> strawberries with a friend is fun. | picked | picking |
| 19. Several kids brought <u>gifts</u> to the party. | gifted | gifts |
| 20. We <u>visited</u> the zoo for our field trip. | visited | visiting |

I Game

Name _____

Matthew and Alex want to ask God what the sign-man needs. Lead the way by moving one space for each word you or your team spells correctly from this week's word list.



Remember: Don't pass up a chance to do what Jesus would do.

J Journaling

Our text this week says to make the most of every opportunity for doing good. In your journal, make a list of people you can help.

**Game**

Reinforce spelling skills and provide motivation and interest.

Materials

- game page (from student text)
- flat buttons, dry beans, pennies, or game discs (1 per child)
- game word list

Game Word List

1. answer
2. began
3. berry
4. body
5. chest
6. chill
7. gift
8. held
9. lift
10. list
11. Monday
12. pick
13. puppy
14. test
15. visit

How to Play:

- Divide the class into two teams.
- Have each student place his/her game piece on Start.
- Have a student from team A go to the board.
- Say the spelling word. (You may also wish to use the word in a sentence.)
- Have the student write the word on the board.
- If correct, instruct each member of team A to move his/her game piece forward one space on the game board. (Note: If the word is misspelled, correct the spelling immediately.)
- Alternate between teams A and B.
- The team to reach the sign-man first is the winner.

Non-Competitive Option:

At the end of the game, say: "Class, I am proud of your efforts to spell the words correctly. If you had fun and tried your best, you are all winners!"

Journaling

Provide a meaningful reason for correct spelling through personal writing.

Review the story using discussion leads provided on the following page. Encourage students to apply the Scriptural value in their journaling.

Journaling (continued)

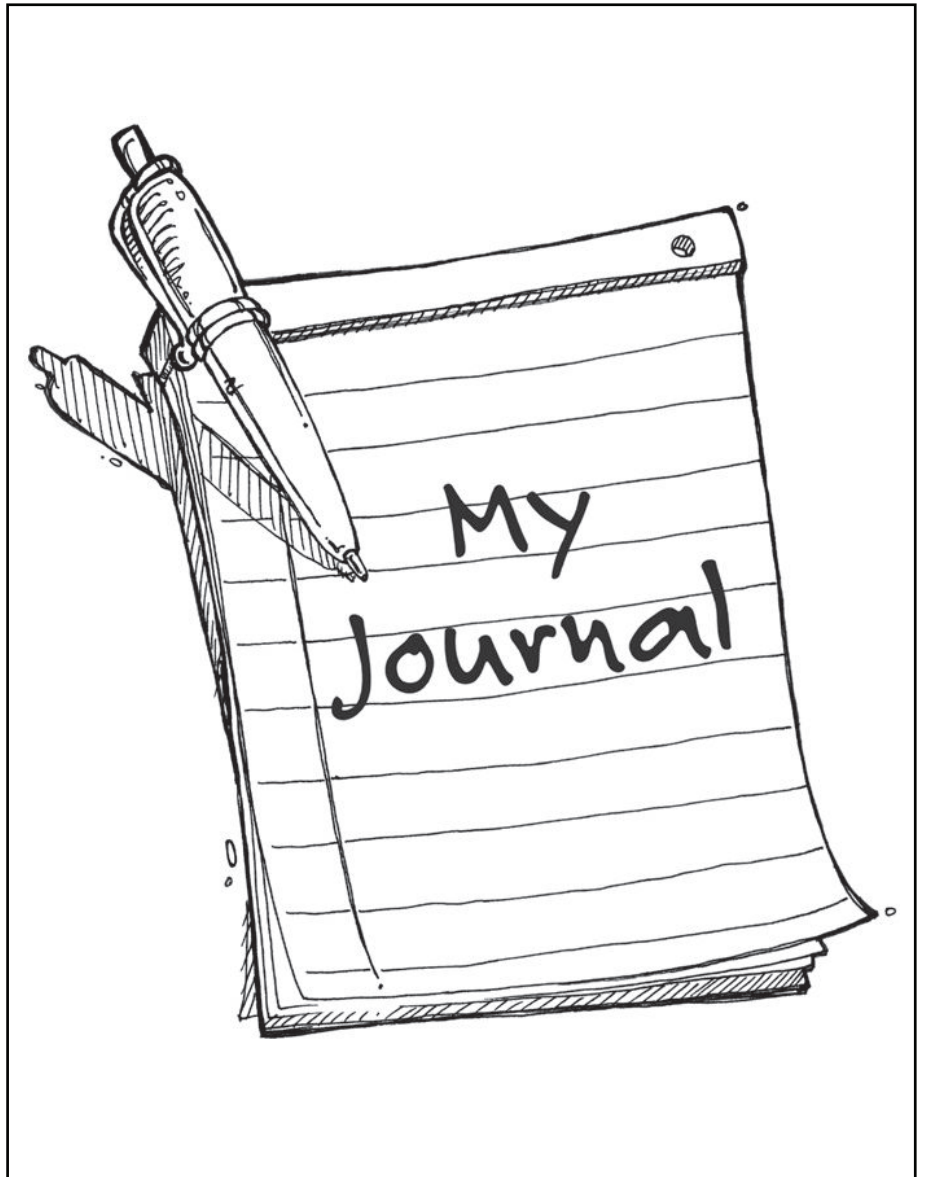
Say

- Why do you think the sign-man was standing beside the road? (Brainstorm and list students' responses on the board.)
- Why did Mrs. Schilling not want to stop and help the sign-man? (She thinks: He really doesn't want to work. He just can't find a job he likes. He might be pretending. It's not safe.)
- What did Blind Bart want Jesus to do? (Give him some money.)
- What did Jesus do for Blind Bart? (Healed his eyes.)
- Our text this week says to make the most of every opportunity for doing good. Make a list in your journal of people you can help.



Take a minute to memorize...

Have the class say the memory verse with you once.



“A baby learns to talk by talking. A child learns to spell by spelling.”*

*Wilde, Sandra. 1990. A Proposal for a New Spelling Curriculum. The Elementary School Journal, Vol. 90, No. 3, January: 275-289.