

## Teaching Packet

## 7. Jesus Gets Lost!

Use any or all as additional curriculum. Print as many as you like.

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For more details on how to use our teachers’ packet, go to:  
[www.easyreadenglish.com/teachers](http://www.easyreadenglish.com/teachers)

**Sound-to-Symbol Page** (Spelling and Sentence Dictation)

**Jesus Found in God's House**

**Words by Syllable Types**

<b>Closed</b> short vowel	<b>Open</b> long vowel	<b>Silent e</b> long vowel	<b>Vowel Teams</b> long vowels
cam- lands trav- wag-  ev - -seph when tem-  Scrip- this cit- -ship  not lost  un- -sus	la ter we Je sus re turn fi nally so o ver Jo seph Jer u salem  my why  Mar y cit y fami ly fin al ly	a mazed  these  wise  home	days  each teach year  three  know  few
<b>Vowel Teams</b> other sounds	<b>r-controlled</b>	<b>Consonant</b> l-e	<b>Other sounds</b>
found house a bout  how crowd ed  boy  looked all small	for la ter teachers un der stand o ver Jer usalem ev er y re turned Scrip tures Mar y wor ship	peo ple tem ple <u>al, el</u> fi nal ly cam el trav el -ind,-old, - etc old	-nk, -ng missing a long schwa Jer u sa lem Naz a reth a bout a mazed a long wag ons

**Sentences:**

Write 2-3 sentences from the story to dictate to your student.

- 1.
- 2.
- 3.

**7. Jesus Gets Lost!**

Sound-to-Symbol (spelling and writing)

**Phonograms:**

- |          |           |           |           |
|----------|-----------|-----------|-----------|
| 1. _____ | 6. _____  | 11. _____ | 16. _____ |
| 2. _____ | 7. _____  | 12. _____ | 17. _____ |
| 3. _____ | 8. _____  | 13. _____ | 18. _____ |
| 4. _____ | 9. _____  | 14. _____ | 19. _____ |
| 5. _____ | 10. _____ | 15. _____ | 20. _____ |

**Words to spell:**

- |           |                |
|-----------|----------------|
| 1. _____  | 11. _____      |
| 2. _____  | 12. _____      |
| 3. _____  | 13. _____      |
| 4. _____  | 14. _____      |
| 5. _____  | 15. _____      |
| 6. _____  | 16. _____      |
| 7. _____  | 17. _____      |
| 8. _____  | Nonsense Words |
| 9. _____  | 18. _____      |
| 10. _____ | 19. _____      |
|           | 20. _____      |

**Rule breakers to spell:**

- |           |
|-----------|
| 1. _____  |
| 2. _____  |
| 3. _____  |
| 4. _____  |
| 5. _____  |
| 6. _____  |
| 7. _____  |
| 8. _____  |
| 9. _____  |
| 10. _____ |

**Sentences:**

- |          |
|----------|
| 1. _____ |
| 2. _____ |
| 3. _____ |

Each year, Mary and Joseph went to Jerusalem to worship God. When Jesus was 12 years old, he got to go along! What a **b**ig city for a small **b**oy. It was crowded with people from many lands.

A few days later, his family packed wagons and camels to go home. They traveled for a day. "Where is Jesus?" Mary asked Joseph.

Joseph said, "Is he not with you?" Jesus was missing!

They returned to the city. They looked everywhere for Jesus. Finally, they found him.

Jesus was in the temple, the house of God. He was teaching the teachers. These old, wise men were amazed. How did this young **b**oy know all **a**bout God? How did he know the Scriptures so well?

"Son," Mary said. "We have **b**een looking for you for three days!"

"Why?" Jesus said. "Didn't you know I had to **b**e in my Father's house?" They did not understand. Jesus went home with his mother and father to Nazareth. He **o**beyed them.

## Rule Breakers

Photocopy onto cardstock, cut and drill your student on reading and spelling.

<b>is</b>	<b>his</b>	<b>of</b>
<b>what</b>	<b>was</b>	<b>to</b>
<b>from</b>	<b>son</b>	<b>they</b>
<b>obey</b>	<b>other</b>	<b>been</b>

<b>father</b>	<b>every- where</b>	<b>many</b>
<b>where</b>	<b>said</b>	<b>you</b>
<b>the</b>	<b>a</b>	<b>were</b>
<b>young</b>	<b>have</b>	<b>mother</b>

## Jesus Gets Lost!

Speed Drill 100 words at rl:2.7

Mary and Joseph went to Jerusalem	6
to worship God.	9
“Where is Jesus?” Mary asked Joseph.	15
Jesus was missing!	18
They looked everywhere for Jesus.	23
Finally, they found him.	27
Jesus was in the temple, the house of God.	36
He was teaching the teachers.	41
These old, wise men were amazed.	47
How did this young boy know all about God?	56
How did he know the Scriptures so well?	64
“Son,” Mary said. “We have been looking	71
for you for three days!”	76
“Why?” Jesus said. “Didn’t you know	82
I had to be in my Father’s house?”	90
Jesus went home with his	95
mother and father to Nazareth.	100

**Repeated One-Minute Readings****7. Jesus Gets Lost!**

Student Name \_\_\_\_\_ Date \_\_\_\_\_

Record how many words you read correctly in one-minute readings. If you miss a word, go back and reread the whole sentence. Are you becoming a speedier reader?!

Read the story over different days. Fill in the columns with a different color each time.

<b>Words</b>						
<b>100</b>						
<b>95</b>						
<b>90</b>						
<b>85</b>						
<b>80</b>						
<b>75</b>						
<b>70</b>						
<b>65</b>						
<b>60</b>						
<b>55</b>						
<b>50</b>						
<b>45</b>						
<b>40</b>						
<b>35</b>						
<b>30</b>						
<b>25</b>						
<b>20</b>						
<b>15</b>						
<b>10</b>						
<b>5</b>						
<b>Reading</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>



## Readers' Theater

## Jesus Gets Lost!

Students chose and highlight their own lines. Practice with much oral expression. Present to another group. N= Narrators; All, Rabbi 1, Rabbi 2, Mary, Joseph, Jesus. Fill in the names of the speakers in the blank lines.

**N** \_\_\_\_\_: Each year, Mary and Joseph went to Jerusalem to worship God.

**N** \_\_\_\_\_: When Jesus was 12 years old, he got to go along!

**All** \_\_\_\_\_: What a big city for a small boy.

**N** \_\_\_\_\_: It was crowded with people from many lands.

**N** \_\_\_\_\_: A few days later, his family packed wagons and camels to go home.

**N** \_\_\_\_\_: They traveled for a day.

**Mary** \_\_\_\_\_: "Where is Jesus?"

**N** \_\_\_\_\_: Mary asked Joseph.

**N** \_\_\_\_\_: Joseph said,

**Joseph** \_\_\_\_\_: "Is he not with you?"

**All** \_\_\_\_\_: Jesus was missing!

**N** \_\_\_\_\_: They returned to the city.

**N** \_\_\_\_\_: They looked everywhere for Jesus.

**All** \_\_\_\_\_: Finally, they found him.

**N** \_\_\_\_\_: Jesus was in the temple, the house of God.

**All** \_\_\_\_\_: He was teaching the teachers.

**N** \_\_\_\_\_: These old, wise men were amazed.

**Rabbi One** \_\_\_\_\_: How did this young boy know all about God?

**Rabbi Two** \_\_\_\_\_: How did he know the Scriptures so well?

**Mary** \_\_\_\_\_: "Son,"

**N** \_\_\_\_\_: Mary said.

**Mary** \_\_\_\_\_: "We have been looking for you for three days!"

**Jesus** \_\_\_\_\_: “Why?”

**N** \_\_\_\_\_: Jesus said.

**Jesus** \_\_\_\_\_: “Didn’t you know I had to be in my Father’s house?”

**All** \_\_\_\_\_: They did not understand.

**N** \_\_\_\_\_: Jesus went home with his mother and father to Nazareth.

**All** \_\_\_\_\_: He obeyed them.

**Suggestions:** You can add ...

Simple costumes: robes, sandals, beards on rabbis

Sound effects: When they looked everywhere for Jesus, have Mary and Joseph call out his name, knock on doors, and search through the audience, especially looking at the children.

Props: Pack boxes and sleeping bags onto a wagon and pull along the journey. Cut out a camel face and attach it to the wagon. Unpack in Jerusalem. Repack to go home.

Special Effects: For the temple, make colonnades from foam core board that has three sides. Have students seated in chairs in a circle and Jesus standing among them, holding a scroll (fashioned from sticks and paper) and quoting from Isaiah 53.

## Silly Sentences

## Jesus Gets Lost!

1. Photocopy onto card stock.
2. Cut apart. Drill one column at a time.
3. Turn face down in piles and draw one from each stack.
4. If you built a silly sentence that makes sense, you get 20 points. If you build a sentence that is not silly but still makes sense, you get 10 points. If you built a real sentence from the story you get 5 points. If your sentence does not make sense, no points, sorry! Highest points win.
5. Now, write your own silly sentences from the phrases.

<b>Who or What</b>	<b>Did What</b>	<b>When or where</b>
Mary and Joseph	went to Jerusalem	to worship God.
It	was crowded	with people from many lands.
His family	packed wagons	to go home.
They	traveled	for a day.
They	returned	to the city.
He	was teaching	the teachers.
Jesus	went home	with his mother and father.

## GrammART!

Recreate this sentence using the coding chart.

Nouns in block letters: **NOUN, ProNOUN**

Verbs in wavy letters: *VERBS*

Adjectives in curly letters: *Adjective*

Prepositional phrases in normal letters: Prepositional phrase

These old, wise men were amazed at the young boy.

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### Answer Key:

These     *old, wise*     **men**     *were amazed*     at the young **boy**.  
adjective     adjectives     noun     verbs     prepositional phrase.

# Phonemic Awareness

See Teacher's Guide for more detailed instructions.

## 1. Rhyme Time

Using letter tiles, change the first phonemes to form rhymes: **it, quit, chit, hit, whit, bit.**

Which words are nonsense?

## 2. Blen- Blen – Blend

Using letter tiles, change the last phonemes to form new words: **peph, peth, pez, pen, pesh.** Which are nonsense words?

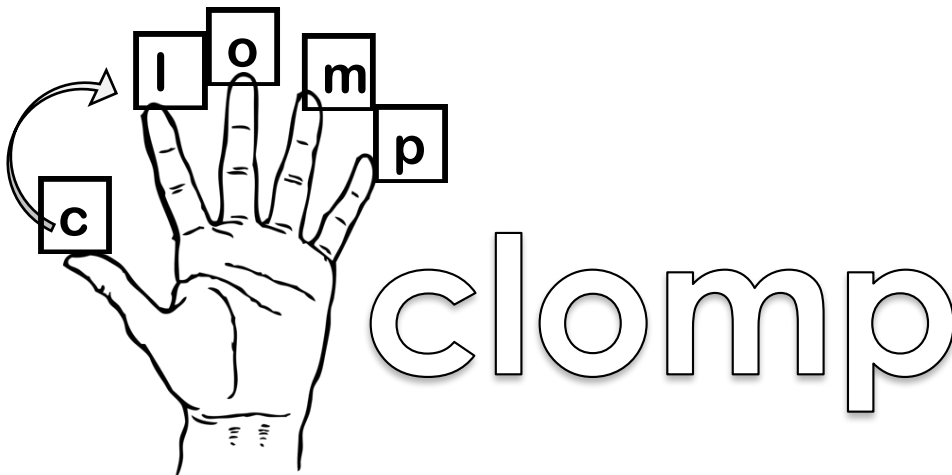
## 3. Magic Stepping Stones

First, work out the words on letter tiles. Then cut out and bend the Magic Steps on the right. Student reads while walking fingers up the steps. On the Magic Stepping Stones worksheet, while you say the sounds, the student writes the words in the rocks. Did he or she form the correct surprise word?

- |         |        |         |         |
|---------|--------|---------|---------|
| 1. hats | 2. hat | 3. cat  | 4. cap  |
| 5. cup  | 6. pup | 7. pump | 8. hump |

## 4. Handy Dandy

Form the word "clomp" with letter tiles. Glue them onto your fingers. Say, "Show me: /com/, /cop/, /lom/, /lomp/, /clop/, /lop/, /comp/, /clomp/. Swap places and the student drills you. Now, use the above sound patterns while tracing the large letters below in different colors. Then, the student writes the letters while using the same patterns. Then substitute all vowels while they spell: clomp, clamp, climp, clump, clomp.



hump

pump

pup

cup

cap

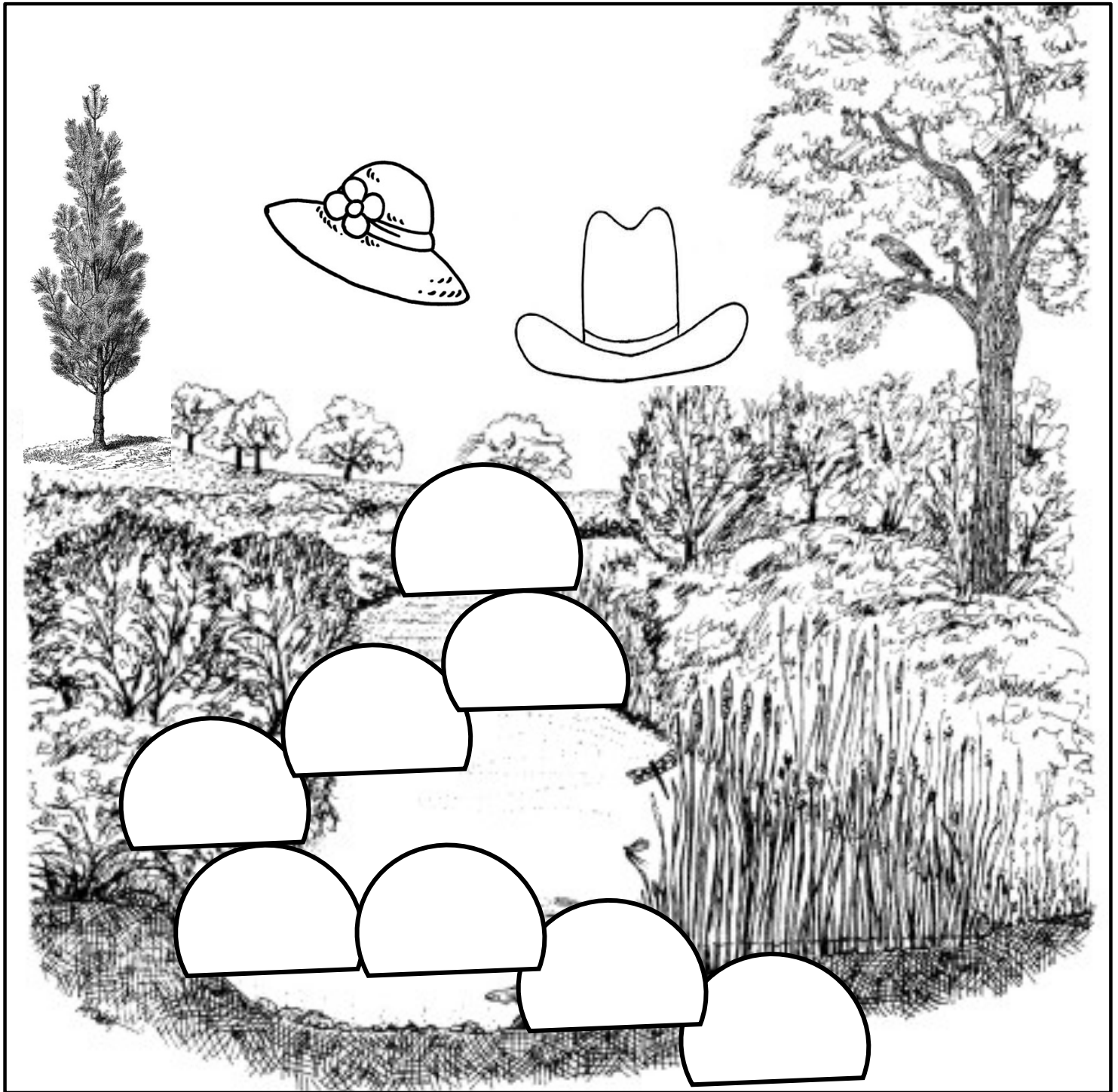
cat

hat

hats

## Magic Stepping Stones

Can you magically turn one thing into another? Change one letter at a time and you will turn hats into ?????? What will it be? Cross the river as you go.



1. hats      2. hat      3. cat      4. cap  
5. cup      6. pup      7. pump      8. hump



## Spell Well

Photocopy this page onto cardstock and cut into cards. Shuffle and lay the cards down in rows to play Concentration. The goal is to make the most matches. The matches consist of two of the same spelling patterns (either the name of the rule, the explanation of the rule, or words that follow the rule). The person with the most sets wins.

<b>a or an</b>	Use <u>a-n</u> when the next words starts with a vowel.	<b>an<u>i</u>ch</b>
<b><u>a</u> day</b>	<b>bas<u>i</u>c</b>	<b>magne<u>t</u>ic</b>
<b>Fantastic -ic</b>	When you hear /ick/ at the end of a 2- or 3-syllable word, use <u>i-c</u> .	<b>run<u>n</u>er</b>
<b>1-1-1</b>	A word that has <b>1</b> syllable and <b>1</b> vowel and ends in <b>1</b> consonant is a 1-1-1 word. When adding a vowel suffix, double the last consonant.	<b>mopp<u>e</u>d</b>
<b>Drop silent e</b>	When you are adding a vowel suffix to a silent <u>e</u> word, drop the <u>e</u> .	<b>amaz<u>e</u>d</b>
<b>late<u>r</u></b>	<b>whit<u>e</u>st</b>	<b>pok<u>i</u>ng</b>



<p><b>s or es</b></p>	<p>Use <b>e-s</b> when the words ends with <b>s, ch, sh, x,</b> or <b>z</b>. Use <b>s</b> for the rest.</p>	<p><b>box<u>e</u>s</b></p>
<p><b>fizz<u>e</u>s</b></p>	<p><b>pri<u>e</u>s</b></p>	<p><b>trophi<u>e</u>s</b></p>
<p><b>y to i add es</b></p>	<p>If a word ends in a consonant plus a y, change the y to i before adding es.</p>	<p><b>holi<u>n</u>ess</b></p>
<p><b>y to i add suffix</b></p>	<p>A word ends in a consonant plus a y, change the y to i before adding a suffix. *except <u>ing</u> and <u>ish</u></p>	<p><b>nasti<u>r</u></b></p>
<p><b>au / aw ou / ow oi / oy ai/ay</b></p>	<p>At the end of a word or syllable, these spellings are more common: aw, ow, oy, ay. These come in the middle or start: au, ou, oi, ai</p>	<p><b>spoi<u>l</u>ed</b></p>
<p><b>h<u>o</u>w</b></p>	<p><b>fo<u>u</u>nd</b></p>	<p><b>enjo<u>y</u></b></p>

<b>FLOSS</b>	When you hear a /f/, /l/, /s/, or /z/ at the end of a one-syllable, short-vowel word, double the <b><u>f</u></b> , <b><u>l</u></b> , <b><u>s</u></b> , or <b><u>z</u></b> .	<b>sw<u>ll</u></b>
<b>miss<u>ing</u></b>	<b><u>k</u>ids</b>	<b><u>c</u>amels</b>
<b>Kiss the Cat</b>	When you hear a /k/ sound at the start of a word, use <b><u>k</u></b> before an <b><u>i</u></b> or <b><u>e</u></b> , and <b><u>c</u></b> before <b><u>a</u></b> , <b><u>o</u></b> , <b><u>u</u></b> , <b><u>r</u></b> , or <b><u>l</u></b> .	<b>tur<u>ck</u>y</b>
<b>K</b> after consonant or long vowel	When you hear a /k/ after a consonant or long vowel, use <b><u>k</u></b> .	<b>spi<u>ck</u>e</b>
<b>-ck, -tch, -dge</b>	Use <b><u>-ck</u></b> , <b><u>-tch</u></b> , or <b><u>-dge</u></b> in a one-syllable word RIGHT after the short vowel.	<b>h<u>at</u>ch</b>
<b>ed<u>g</u>ed</b>	<b>pac<u>k</u>ed</b>	<b>bud<u>g</u>e</b>

## Multi-Syllable Madness

Photocopy these pages onto cardstock and cut into cards. You can play games with them such as "Go Fish," "Concentration," or speed race to build full words.

Scriptures

Jesus

later

return

camels

travel

wagons

people

temple

worship

everywhere

along

about

crowded

amazed

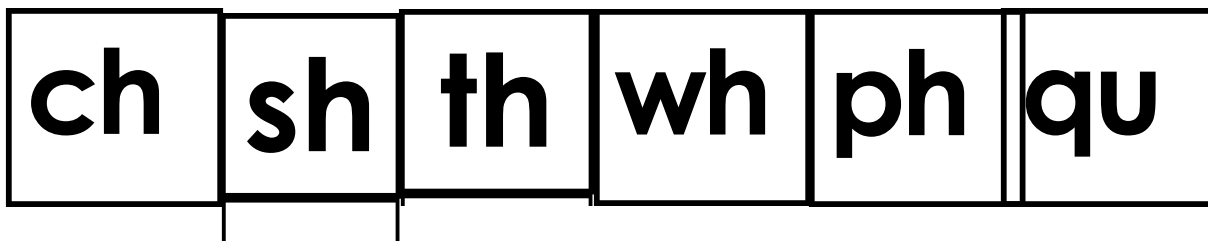
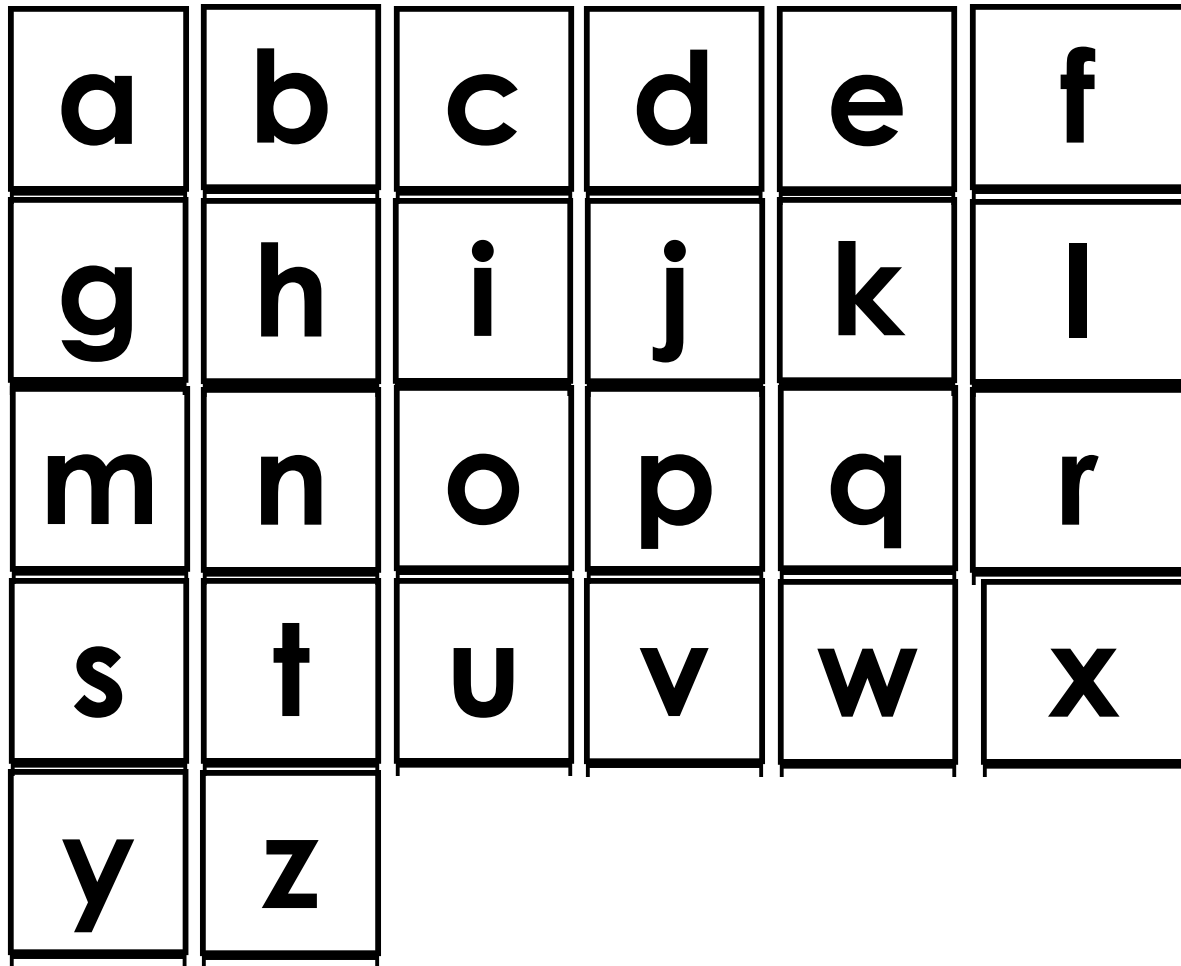
teachers

city

<b>Scriptures</b>	<b>Scrip</b>	<b>tures</b>
<b>amazed</b>	<b>a</b>	<b>mazed</b>
<b>Jesus</b>	<b>Je</b>	<b>sus</b>
<b>later</b>	<b>la</b>	<b>ter</b>
<b>return</b>	<b>re</b>	<b>turn</b>
<b>camels</b>	<b>cam</b>	<b>els</b>
<b>travel</b>	<b>trav</b>	<b>el</b>

<b>city</b>	<b>cit</b>	<b>y</b>
<b>wagons</b>	<b>wag</b>	<b>ons</b>
<b>people</b>	<b>peo</b>	<b>ple</b>
<b>temple</b>	<b>tem</b>	<b>ple</b>
<b>worship</b>	<b>wor</b>	<b>ship</b>
<b>everywhere</b>	<b>every</b>	<b>where</b>
<b>about</b>	<b>a</b>	<b>bout</b>
<b>along</b>	<b>a</b>	<b>long</b>
<b>crowded</b>	<b>crowd</b>	<b>ed</b>
<b>teachers</b>	<b>teach</b>	<b>ers</b>

**Alphabet (lowercase)** to print on card stock and cut into squares.



Alphabet (uppercase) to print on cardstock and cut into squares.

