

Teaching Packet

11. Jesus Loves a Short, Bad Man

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

Contents	Page
Sound-to-Symbol Pages Use the story and charts and student recording sheet to create your own spelling and sentence dictation lesson.	2-3
Full Story The “b’s” are in blue for our dyslexic learners.	4
Rule Breakers Use these cards to drill on non-phonetic words.	5-6
Speed Drill Build fluency with 1-minute readings and the recording chart	7-8
Readers’ Theater The story is turned into a play that students read with expression.	9-12
Silly Sentences Game Mix phrases to build fluency.	13
GrammART Illustrate a sentence with nouns, verbs, and prepositional phrases.	14
Phonemic Awareness Warm up before reading with these simple word-play activities.	15
Magic Stepping Stones Substitute letters to turn one object into another.	16
Spell Well Game Use these mix-and-match cards to learn spelling rules.	17-19
Multi-Syllable Madness Play games to pull together, take apart, and spell longer words.	20-21
Letter Tiles Photocopy letter tiles and diagraphs onto cardstock to build words.	22-23

For more details on how to use our teachers’ packet, go to:
www.easyreadenglish.com/teachers

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

11. Jesus Loves a Short, Bad Man

Words by Syllable Type

Closed short vowel	Open long vowel	Silent e long vowel	Vowel Teams long vowels
tax hap- man plan than back se- still will sin- -fish quick rich col- lect- fol- stop soft lost up must but much -sus jump	he Je sus be came be lieve l go ing o ver hap py hur ry quick ly my	hate save be came more times	pay stay see tree seek cheat peo ple be lieve tried fol low own
Vowel Teams other sounds	r-controlled	Consonant l-e	Other sounds
all now down crowds house took look joy saw	charge o ver sin ner hur ry short Lord for more collect ors	grum ble peo ple	-ind,-old, -etc -most -nk, -ng go ing schwa ba nan a

Sentences:

Cut and paste 2-3 sentences from the story to dictate to your student.

- 1.
- 2.
- 3.

11. Jesus Loves a Short, Bad Man

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. _____

Jesus Loves a Short, Bad Man

EasyReadEnglish

Most people in Jericho hated Zacchaeus. He was in charge of the tax collectors. He took more money than he should have. Jesus walked into Jericho. Happy crowds followed him.

Zacchaeus tried to see Jesus. **B**ut, he could not see over the people. Zacchaeus was a short man. He jumped. Still, he could not see. He got a plan. Zacchaeus ran to a tree. He climb**b**ed up. Now, he could see Jesus as he walked past. Jesus stopped. He looked up and saw Zacchaeus.

Jesus said, “Zacchaeus, hurry and come down. Today, I must stay at your house.”

Zacchaeus could not **b**elieve it! His selfish heart became soft. He climb**b**ed down the tree quickly. “Jesus at my house?” he thought with joy.

The people grumb**b**led, “Jesus is going to the house of a sinner.”

Zacchaeus said, “Lord, I will give half of all I own to the poor. If I have cheated anyone, I will pay **b**ack four times as much.” He was very rich.

Jesus said, “Today, this lost man is saved. For I have come to seek and save the lost.”

Rule Breakers

Jesus Loves a Short, Bad Man

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

as	his	is
to	today	into
of	was	the
your	said	climb

come	could	should
money	very	walk
have	saw	give
thought	loves	poor

Jesus Loves a Short, Bad Man Speed Drill 100 words at rl:3.5

Zacchaeus tried to see Jesus.	5
But, he was a short man.	10
Zacchaeus ran to a tree.	15
He climbed up. Jesus stopped.	20
He looked up and saw Zacchaeus.	26
Jesus said, "Zacchaeus,	29
hurry and come down.	33
Today, I must stay at your house."	40
Zacchaeus could not believe it!	45
His selfish heart became soft.	50
He climbed down the tree.	55
Zacchaeus said, "Lord, I will give half	62
of all I own to the poor.	69
If I have cheated anyone,	74
I will pay back four times as much."	82
Jesus said, "This lost man is saved.	89
For I have come to seek and save the lost."	99

Repeated One-Minute Readings**11. Jesus Loves a Short, Bad Man**

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.

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

Readers' Theater

Jesus Loves a Short, Bad Man

Students chose and highlight their own lines. Practice with much oral expression. Present to another group. N= Narrators; all, Jesus, crowd. Fill in the names of the speakers in the blank lines.

N _____: Most people in Jericho hated Zacchaeus.

N _____: He was in charge of the tax collectors.

N _____: He took more money than he should have.

N _____: Jesus walked into Jericho.

All _____: Happy crowds followed him.

N _____: Zacchaeus tried to see Jesus.

N _____: But, he could not see over the people.

N _____: Zacchaeus was a short man.

All _____: He jumped.

N _____: Still, he could not see.

N _____: He got a plan.

N _____: Zacchaeus ran to a tree.

All _____: He climbed up.

N _____: Now, he could see Jesus as he walked past.

N _____: Jesus stopped.

N _____: He looked up and saw Zacchaeus.

N _____: Jesus said,

Jesus _____: "Zacchaeus, hurry and come down. Today, I must stay at your house."

All _____: Zacchaeus could not believe it!

N _____: His selfish heart became soft.

N _____: He climbed down the tree quickly.

Zacchaeus _____: "Jesus at my house?"

N _____: he thought with joy.

N _____: The people grumbled,

Crowd _____: “Jesus is going to the house of a sinner.”

N _____: Zacchaeus said,

Zacchaeus _____: “Lord, I will give half of all I own to the poor. If I have cheated anyone, I will pay back four times as much.”

N _____: He was very rich.

N _____: Jesus said,

Jesus _____: “Today, this lost man is saved. For I have come to seek and save the lost.”

Suggestions: You can add ...

Simple costumes: Regular biblical costumes. Make sure Zacchaeus has big pockets in his.

Sound effects: For the phrases “hated Zacchaeus” and “the people grumbled,” everyone crosses their arms and says out loud, “Grumble, grumble, grumble.”

Props: Sign taped to the table, “Tax Collectors.” Lots of coins. Real coins will sound better than fake, painted gold coins. The tree can be the table top and lay some real branches on it.

Special Effects: The people can hold their noses for the word “tax collectors” and say to each other, “Those tax collectors take more money than they should.” Zacchaeus looks back and forth and grabs money from the table. When he offers to repay, he tosses his coins into the air with joy. At the end, Jesus hugs Zaccheaus and he hugs all his “enemies.” Have a few adults stand up to show how Zacchaeus cannot see over them.

For an extra dose of creativity, make a selfish heart “melt.” You can show ice and then a cup of water. Or you can have Zaccheaus show his selfish heart (made out of hard aluminum) that is under his robe. Rip it up and place a soft heart that is perhaps a stuffed heart.

Silly Sentences

Jesus Loves a Short, Bad Man

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.

Who or What	Did What	When or Where
People in Jericho	hated	Zacchaeus.
He	was in charge of	the tax collectors.
But he	could not see over	the people.
He	collected money for	taxes.
Zacchaeus	ran to	a tree.
I	must stay at	your house today.
He	climbed down	the tree quickly.
Happy crowds	followed	Jesus.
His selfish heart	became	soft.

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

His selfish heart became soft.

Answer Key:

His	<i>selfish</i>	heart	<i>became</i>	<i>soft.</i>
pronoun	adjective	noun	verb	adjective

11. Phonemic Awareness

See Teacher's Guide for more detailed instructions.

1. Rhyme Time

Using letter tiles, change the first phonemes to form rhymes: **quazz, jazz, shazz, whazz**.

Which words are nonsense?

2. Blen- Blen – Blend

Using letter tiles, change the last phonemes to form new words: **chug, chuph, chub, chuth**. Which are nonsense words?

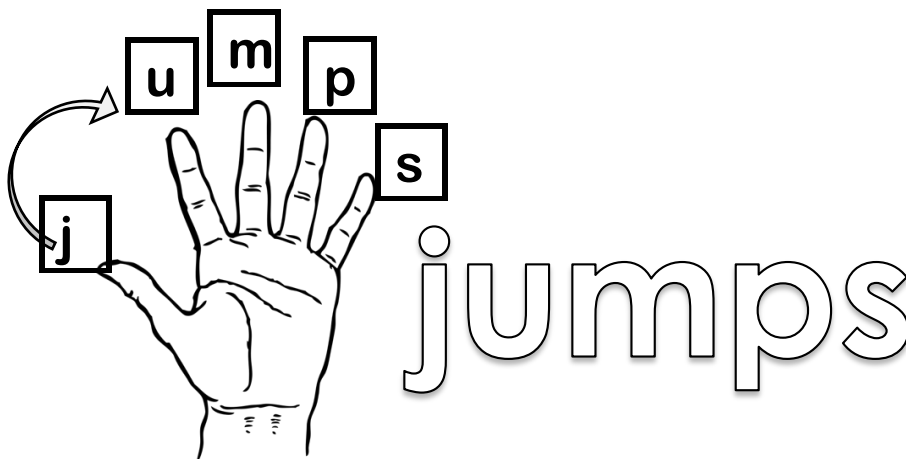
3. Magic Stepping Stones

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. bed | 2. fed | 3. fled | 4. Fred |
| 5. red | 6. rid | 7. rib | 8. bib |

4. Handy Dandy

Form the word "jumps" with letter tiles. Glue them onto your fingers. Say, "Show me: /um/, /up/, /us/, /ums/, /jup/, /jums/, /umps/, /jumps/". 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: jumps, jams, jemps, jomps, jumps.



bib

rib

rid

red

Fred

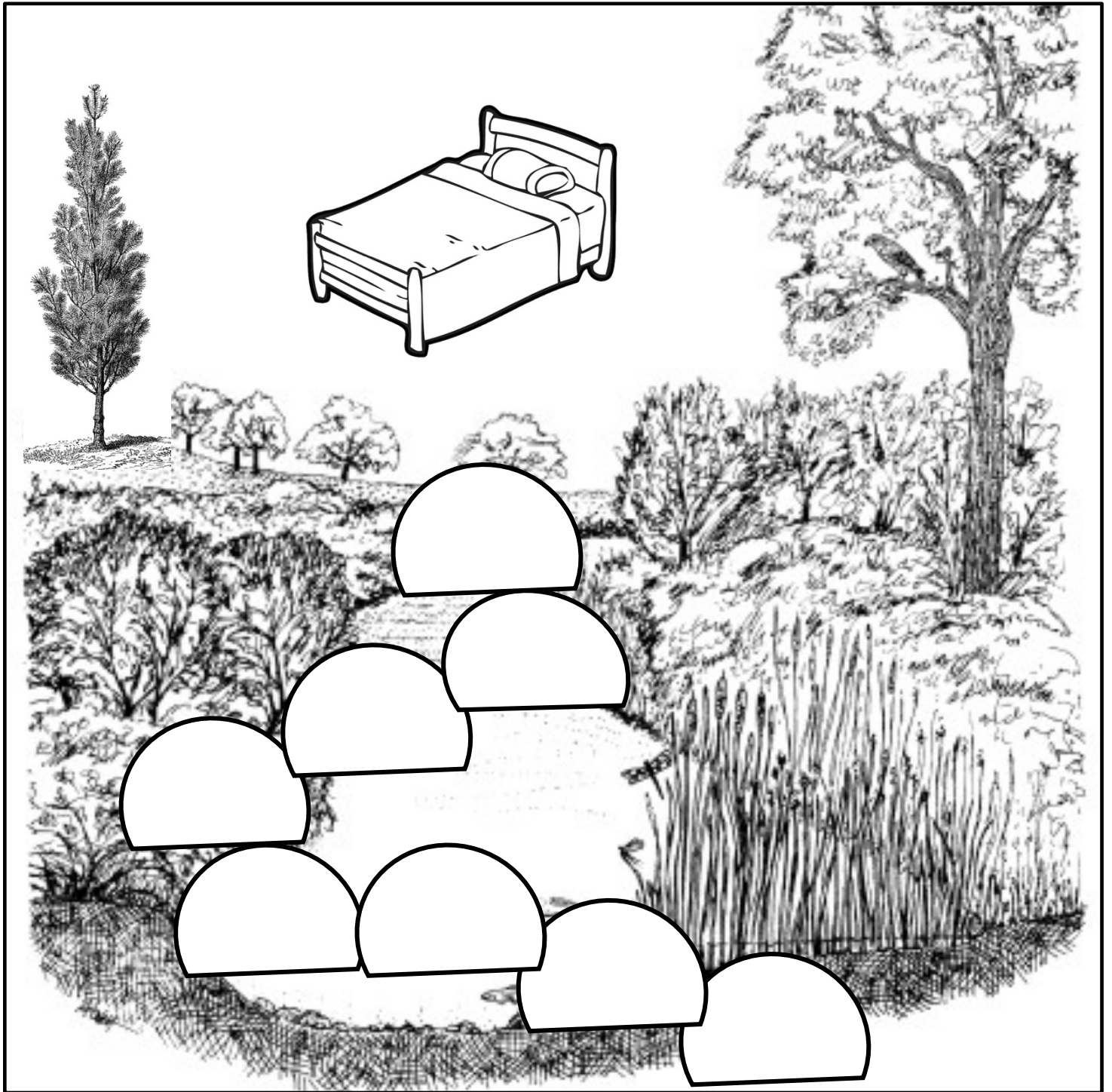
fled

fed

bed

Magic Stepping Stones

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



-
- | | | | |
|--------|--------|---------|---------|
| 1. bed | 2. fed | 3. fled | 4. Fred |
| 5. red | 6. rid | 7. rib | 8. bib |



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.

a or an	Use <u>a-n</u> when the next words starts with a vowel sound.	an<u>a</u> enemy
<u>a</u> plan	tr<u>i</u>ed	sle<u>i</u>gh
i before e	Use i before e, except after c, and when a word says long <u>a</u> , like neighbor and weigh.	sin<u>ne</u>er
1-1-1	A word that has 1 syllable and 1 vowel and ends in 1 consonant is a 1-1-1 word. When adding a vowel suffix, double the last consonant.	bigg<u>e</u>st
Drop silent e	When you are adding a vowel suffix to a silent <u>e</u> word, drop the <u>e</u> .	hat<u>e</u>d
grumb<u>l</u>ed	sav<u>e</u>d	div<u>i</u>ng

<p>s or es</p>	<p>Use e-s when the words ends with s, ch, sh, x, or z. Use s for the rest.</p>	<p>kiss<u>e</u>s</p>
<p>dash<u>e</u>s</p>	<p>penn<u>i</u>es</p>	<p>enjo<u>y</u>s</p>
<p>y to i add es</p>	<p>If a word ends in a consonant plus a y, change the y to i before adding es. If there is a vowel before the consonant, just add the s.</p>	<p>tr<u>i</u>ed</p>
<p>y to i add suffix</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>craz<u>i</u>est</p>
<p>au / aw ou / ow oi / oy ai/ay</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>hou<u>s</u>e</p>
<p>st<u>a</u>y</p>	<p>s<u>a</u>w</p>	<p>jo<u>y</u></p>

FLOSS	When you hear a /f/, /l/, /s/, or /z/ at the end of a one-syllable, short-vowel word, double the <u>f</u> , <u>l</u> , <u>s</u> , or <u>z</u> .	st<u>ll</u>
st<u>ff</u>	sk<u>rt</u>	c<u>up</u>
Kiss the Cat	When you hear a /k/ sound at the start of a word, use <u>k</u> before an <u>i</u> or <u>e</u> , and <u>c</u> before <u>a</u> , <u>o</u> , <u>u</u> , <u>r</u> , or <u>l</u> .	se<u>ek</u>
K after consonant or long vowel	When you hear a /k/ after a consonant or long vowel, use <u>k</u> .	walk<u>ed</u>
-ck, -tch, -dge	Use <u>-ck</u> , <u>-tch</u> , or <u>-dge</u> in a one-syllable word RIGHT after the short vowel.	latch<u>h</u>
ledg<u>e</u>	quic<u>kl</u>y	clock<u>k</u>

Multi-Syllable Madness

11. Jesus Loves a Short, Bad Man

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.

happy

hurry

selfish

sinner

over

became

hated

grumble

people

going

followed

into

today

anyone

cheated

quickly

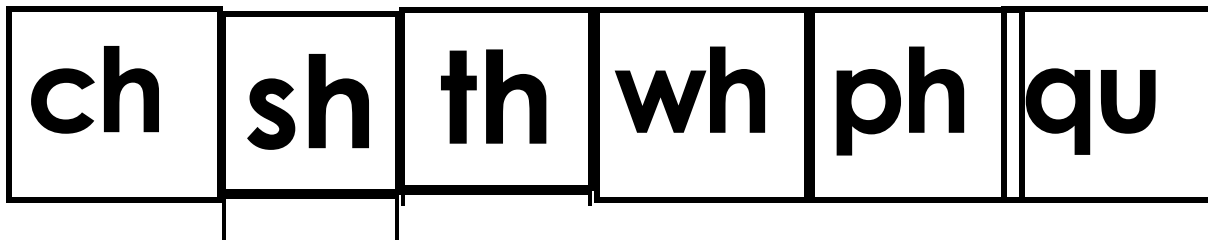
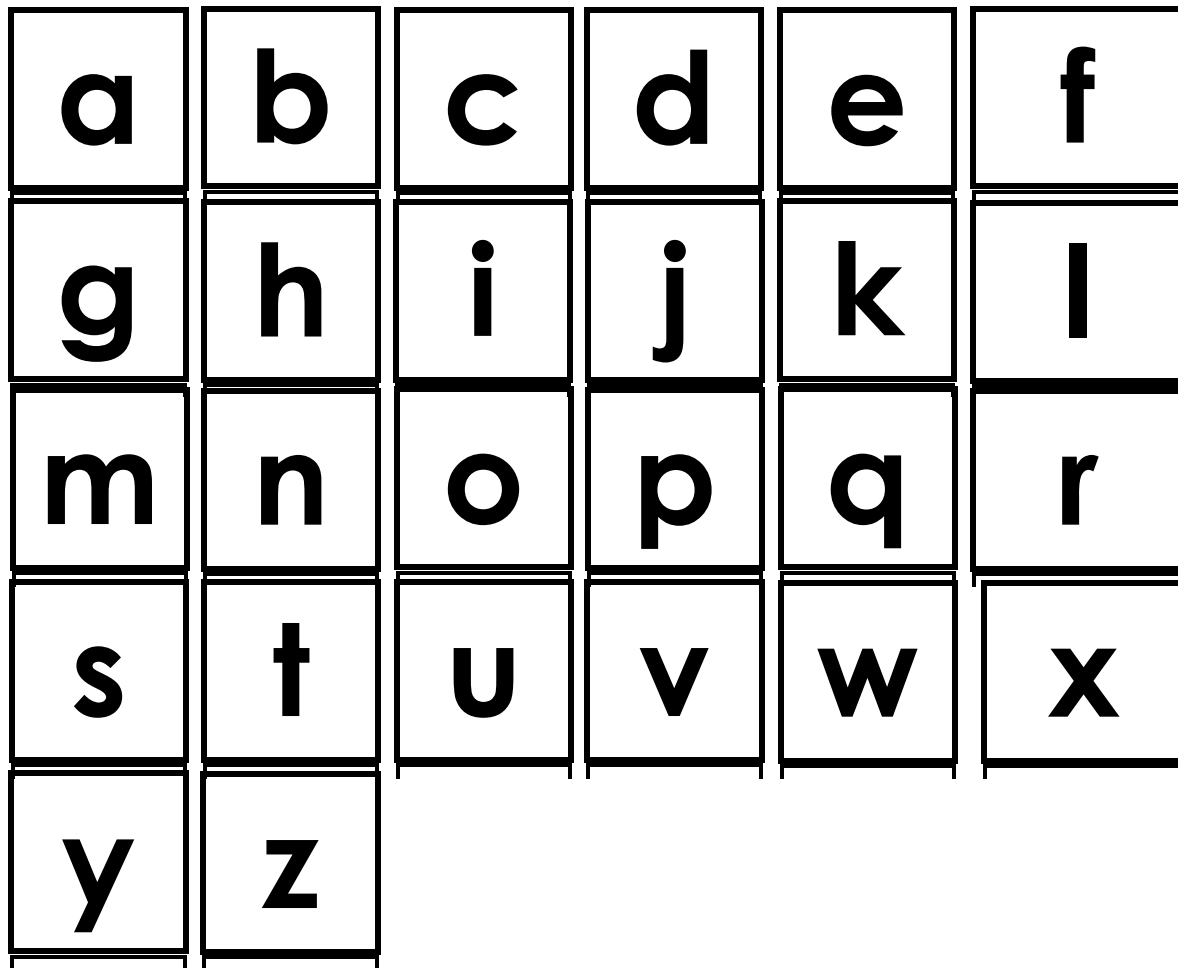
Jesus

believe

happy	hap	py
hurry	hur	ry
selfish	self	ish
sinner	sin	ner
over	o	ver
became	be	came
hated	ha	ted

grumble	grum	-ble
people	peo	-ple
going	go	ing
followed	fol	lowed
into	in	to
today	to	day
anyone	any	one
cheated	cheat	ed
quickly	quick	ly
Jesus	Je	sus
believe	be	lieve

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



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

