

Teaching Packet:

4. Wise Men Give Gifts to Jesus


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.	9-11
Silly Sentences Game Mix phrases to build fluency.	12
GrammART Illustrate a sentence with nouns, verbs, and prepositional phrases.	13
Phonemic Awareness Warm up before reading with these simple word-play activities.	14
Magic Stepping Stones Substitute letters to turn one object into another.	15
Spell Well Game Use these mix-and-match cards to learn spelling rules.	16-18
Multi-Syllable Madness Play games to pull together, take apart, and spell longer words.	19-20
Letter Tiles Photocopy these letters and diagraphs onto cardstock to build words.	21-22

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

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

Story 4. Wise Men Give Gifts to Jesus

Closed short vowel	Open long vowel	Silent e long vowel	Vowel Teams long vowels
ask cam- past trav- men -el when -els -dreds Beth- will gifts hill - ship with big on fol - up -sus hun-	we Je sus o ver Jer u salem my Mar y might y em pty	take save these wise rise miles home shone per fume	in deed sweet east bright might y die low fol low grew
Vowel Teams other sounds	r-controlled	Consonant l-e	Other sounds
our found down town joy oil all read death treas ures	star for born af ter o ver des erts per fume Jer u sa lem burst treasure word wor ship Mar y	Other sounds -ind,-old, - etc gold child -nk, -ng bring kings strong frank-	schwa ba nan a Jer u sa lem 

Sentences:

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

- 1.
- 2.
- 3.

Story 4 Wise Men Give Gifts to Jesus 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. _____ |

Wise Men Give Gifts to Jesus

EasyReadEnglish

Men in the East read God's Word. It said, "A star will rise when my King is born."

They said, "We will follow this star." These wise men were kings. They put gifts onto their camels. They traveled hundreds of miles - up and down hills, over deserts, past towns.

In Jerusalem, they asked, "Where is the child King? We saw his star. We have come to worship him."

In Bethlehem, the big, bright star shone down upon Jesus. The men felt they would burst with joy. They found Jesus with Mary. The mighty kings bowed low. They worshipped Jesus and said, "We bring you treasures from our land."

"Take my gold to welcome your birth." Gold is the gift of kings.

"Take my frankincense." This perfume is strong and sweet.

"Take my myrrh. Save this oil for your death." After all, Jesus was born to die. The kings went home. Their bags were empty but their hearts were full. Jesus grew. He was indeed strong and sweet.

Rule Breakers

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

is	give	of
would	they	to
you	saw	said
their	were	full

have	where	put
his	from	was

Wise Men Give Gifts to Jesus	Speed Drill 100 words at rl:2.
Men in the East said,	5
“We will follow the star.”	10
These wise men were kings.	15
They put gifts onto their camels.	21
They traveled hundreds of miles –	26
up and down hills, over deserts, past towns.	34
In Bethlehem, the big, bright star	40
shone down upon Jesus.	44
The men felt they would burst with joy.	52
They found Jesus with Mary.	57
The mighty kings bowed low.	62
They worshipped Jesus and said,	67
“We bring you treasures from our land.”	74
“Take my gold to welcome your birth.”	81
“Take my frankincense.”	84
“Take my myrrh.”	87
The kings went home.	91
Their bags were empty	95
but their hearts were full.	100

Repeated One-Minute Readings**4. Wise Men Give Gifts to Jesus**

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

Wise Men Give Gifts to Jesus

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

N _____: Men in the East read God's Word.

(Kings, unroll scroll.)

N _____: It said,

All _____: "A star will rise when my King is born."

N _____: They said,

Kings _____: "We will follow this star."

N _____: These wise men were kings.

N _____: They put gifts onto their camels.

N _____: They traveled hundreds of miles –

N _____: up and down hills,

N _____: over deserts,

N _____: past towns.

N _____: In Jerusalem, they asked,

Kings _____: "Where is the child King? We saw his star. We have come to worship him."

N _____: In Bethlehem, the big, bright star shone down upon Jesus.

N _____: The men felt they would burst with joy.

N _____: They found Jesus with Mary.

N _____: The mighty kings bowed low.

(Kings bow low.)

N _____: They worshipped Jesus and said,

Kings _____: "We bring you treasures from our land."

King 1 _____: "Take my gold to welcome your birth."

N _____: Gold is the gift of kings.

King 2 _____: "Take my frankincense."

N _____: This perfume is strong and sweet.

King 3 _____: "Take my myrrh. Save this oil for your death."

N _____: After all,

All _____: Jesus was born to die.

N _____: The kings went home.

N _____: Their bags were empty

All _____: but their hearts were full.

N_____: Jesus grew.

All _____: He was indeed strong and sweet.

Suggestions: You can add ...

Simple costumes: For kings: silky robes, rope belt, sandals, crowns fashioned from construction paper. Mary: white dress, blue cover and blue fabric belt.

Sound effects: Let the kings go wild with joy upon finding Jesus and adlib some of their own lines.

Props: scroll made from two long sticks with paper taped to them. Use a baby doll swaddled in a white towel. Camels: tape a picture of a camel to a rolling chair or wagon. Gifts: Spray paint rocks gold; fill a fancy jar with oil for myrrh; spray toward the audience a pungent perfume for the frankincense. Wrap each gift in shiny gold paper and fancy ribbon. Put the gifts into a burlap sack; show empty sack.

Special Effects: star: Cut a star out of cardboard. Discard the star and use the cut-out shape around it. Shine a flashlight onto the ceiling from the floor. Hold the cut-out star shape a few feet over the beam and see the star shine above. Make a cave-home out of chairs and a gray bed sheet.

Silly Sentences

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
They	put gifts	onto their camels.
The men	felt they	would burst with joy.
We	have come	to worship him.
The big, bright star	shone down	upon Jesus.
They	traveled	hundreds of miles.
Their hearts	were	full.

GrammART!

Recreate this sentence using the coding chart.

Nouns in block letters: **NOUN**

Verbs in wavy letters: *VERBS*

Adjectives in curly letters: *Adjective*

Prepositional phrases in normal letters: Prepositional phrase

In Bethlehem, the big, bright star shone down upon Jesus.

Answer Key:

In **Bethlehem**, the *big, bright* **star** *shone* down upon Jesus.
noun adjectives noun verb 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: **pen, quen, chen, ten, when.**

Which words are nonsense?

2. Blen- Blen – Blend

Using letter tiles, change the last phonemes to form new words: **bag, baph, bath, band, bash.** Which are nonsense words?

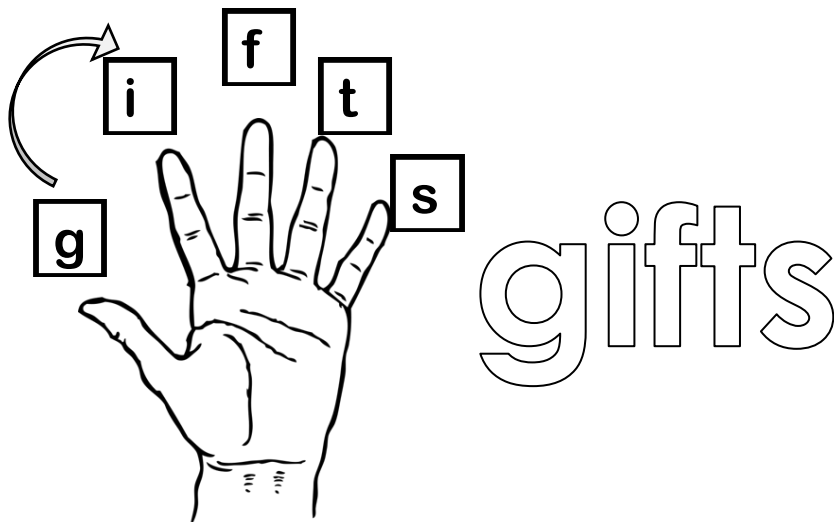
3. Magic Stepping Stones

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. hugs | 2. hug | 3. rug | 4. dug |
| 5. dog | 6. fog | 7. frog | 8. frogs |

4. Handy Dandy

Form the word "gifts" with letter tiles. Glue them onto your fingers. Say, "Show me: /gi/, /gif/, /git/, /gits/, /its/, /ifs/, /gits/, /gifts/." Do not worry about the soft g sound now. 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: gifts, gafts, gefts, gofts, gufts.



frogs

frog

fog

dog

dug

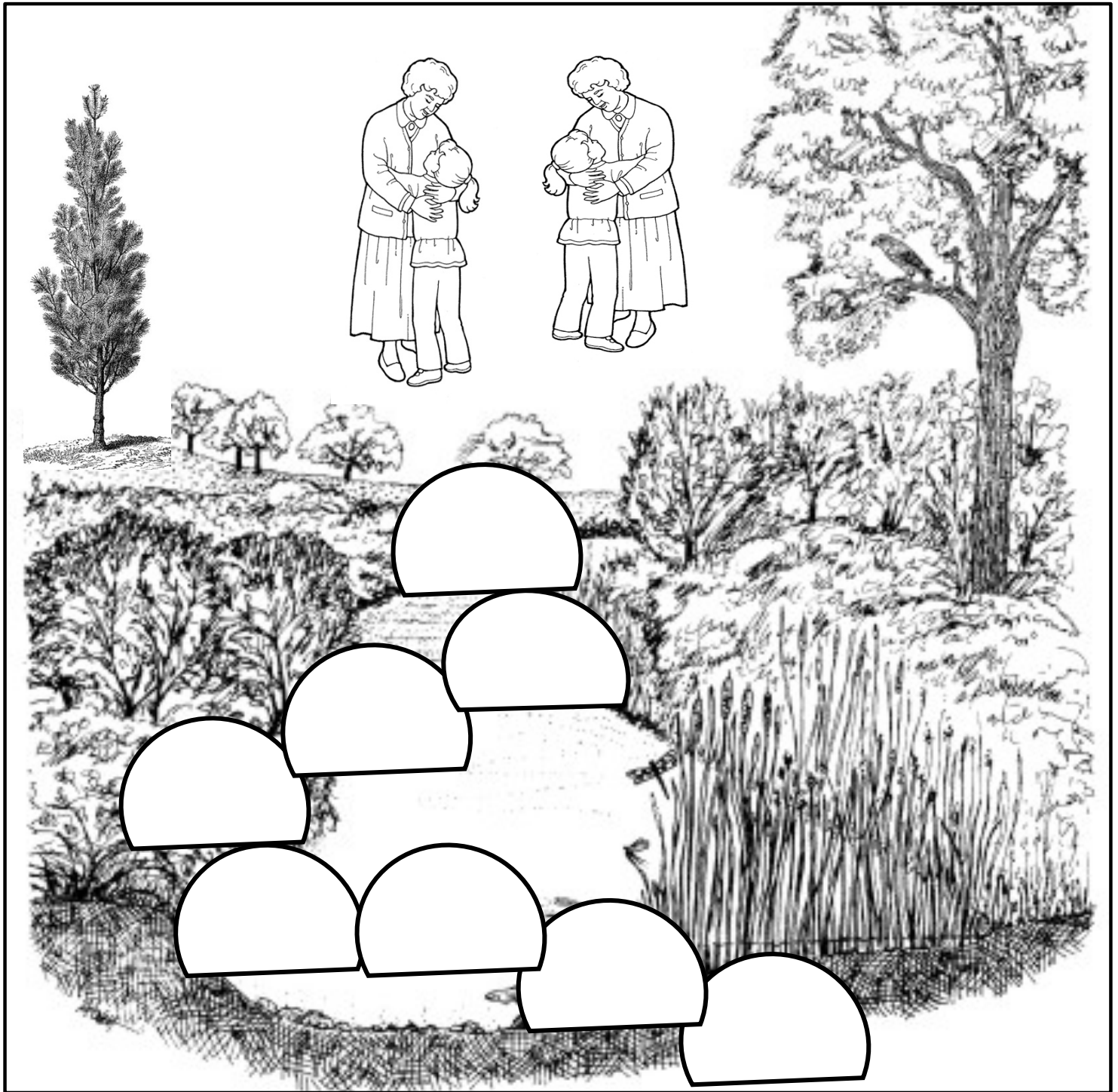
rug

hug

hugs

Magic Stepping Stones

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

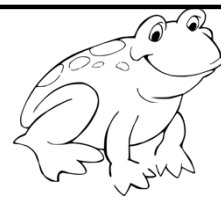


1. hugs
5. dog

2. hug
6. fog

3. rug
7. frog

4. dug
8. frogs



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.	an offer
<u>a</u> star	swim<u>ming</u>	au to ma <u>tic</u>
Fantastic -ic	When you hear /ick/ at the end of a 2- or 3-syllable word, use <u>i-c</u> .	popp<u>ed</u>
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.	hec <u>tic</u>
Drop silent e	When you are adding a vowel suffix to a silent <u>e</u> word, drop the <u>e</u> .	puzz<u>led</u>
hate<u>d</u>	hug<u>er</u>	div<u>ing</u>

<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>watch<u>es</u></p>
<p>fox<u>es</u></p>	<p>famil<u>ies</u></p>	<p>tr<u>ies</u></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.</p>	<p>laz<u>iness</u></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>sp<u>y</u>ing</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><u>oi</u>l</p>
<p><u>bow</u>ed</p>	<p><u>found</u></p>	<p><u>saw</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> .	hills
glass	snatch	camels
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> .	kings
K after consonant or long vowel	When you hear a /k/ after a consonant or long vowel, use <u>k</u> .	smirk
-ck, -tch, -dge	Use <u>-ck</u> , <u>-tch</u> , or <u>-dge</u> in a one-syllable word RIGHT after the short vowel.	spoke
badge	quick	clutch

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.

follow

Jesus

worship

welcome

camel

empty

perfume

travel

indeed

after

desert

mighty

over

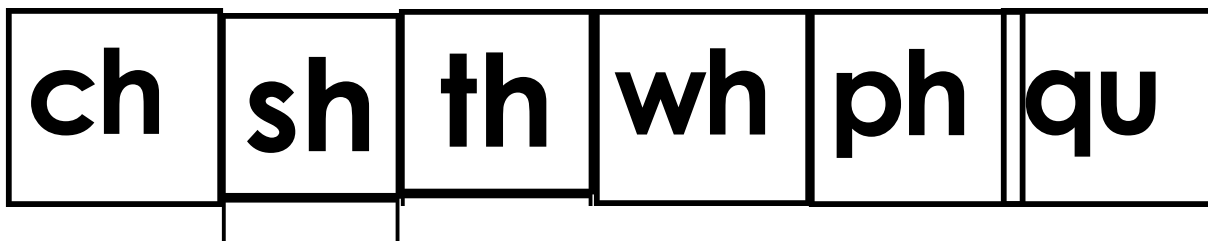
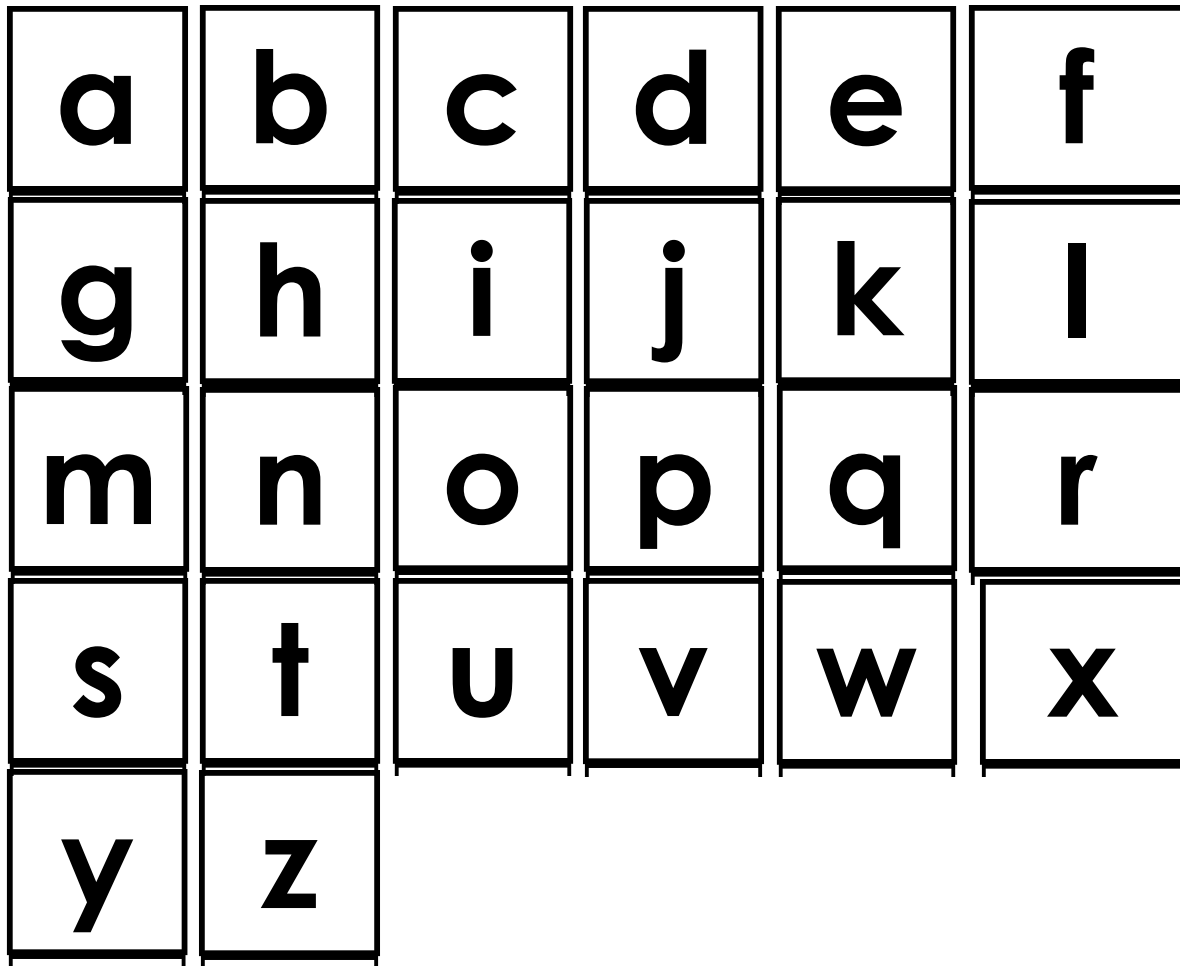
hundreds

treasures

follow	fol	low
welcome	wel	come
perfume	per	fume
after	af	ter
over	o	ver
Jesus	Je	sus
camel	cam	el

travel	trav	el
desert	des	ert
hundreds	hun	dreds
worship	wor	ship
indeed	in	deed
mighty	might	y
treasures	treas	ures

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



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

