

Teaching Packet

13. Martha Gets Mad

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:

<https://www.easyreadenglish.com/teachers.html>

Sound-to-Symbol Page
13. Martha Gets Mad

(Spelling and Sentence Dictation)
 Words by Syllable Type

Closed short vowel	Open long vowel	Silent e long vowel	Vowel Teams long vowels
ma d a s k - e n - e t - e n - e lf he l p le f t be s t que s - we n t swe p t li t si t si s - di s - go t no t up- bu t - u s ju s t gru m -	ta k en be he she Je s us re p lied I di s ci p les no cho s en by my self	ca m e ma k e ca r e ti m e ni c e fi r e ti r e ho m e	a wa y mee t nee d mea l
Vowel Teams other sounds	r-controlled	Consonant l-e	Other sounds
sa w a bo u t	Ma r tha he r si s ter se r ving o r fo r Lo r d hu r t Ma r y ca r e lea r n ing wo r k ing	di s ci p les gru m ble d Other sounds -ind,-old, -etc - nk , - ng thi ng s lea r n ing se r v ing wo r k ing	-stable final ques t ions schwa ba <u>nan a</u> a way a bout

Sentences:

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

- 1.
- 2.
- 3.

13. Martha Gets Mad

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:

- _____
- _____
- _____

Martha Gets Mad

Easy Read English

Jesus and his disciples came to a village. Martha welcomed Jesus into her home. She had a sister named Mary.

“I will make a nice meal for Jesus,” Martha said. She swept the floor. She lit the fire. She fried the fish. Her feet hurt. Martha got tired...and mad.

Mary just sat there at the feet of Jesus. She loved to listen to Jesus talk. Mary asked him questions. He answered. Mary was learning.

Martha had no time to sit and listen. She was **b**usy working and serving.

She went to Jesus. “Lord, my sister has left me to do all the work **b**y myself!” Martha grum**b**led. “Don’t you care? Tell her to help me!”

“Martha, Martha,” Jesus replied, “you are worried and upset **a**bout many things. **B**ut only one thing is needed.

Mary has chosen what is **b**est and it will not be taken away from her.”

Rule Breakers

Martha Gets Mad

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

of	do	into
his	was	are
from	floor	said
they	there	their

you	your	who
what	one	only
answer	many	loved
welcome	busy	is

Martha Gets Mad

Speed Drill 100 words at rl:2.2

Martha welcomed Jesus	3
into her home. She had a sister	10
named Mary. "I will make a nice	17
meal for Jesus," Martha said.	22
She swept the floor.	26
She lit the fire. She fried the fish.	34
Mary just sat there at the feet of Jesus.	43
Martha had no time to sit and listen.	51
She went to Jesus. "Lord, my sister	58
has left me to do all the work	66
by myself!" Martha grumbled.	70
Jesus replied, "you are worried	75
and upset about many things.	80
But only one thing is needed.	86
Mary has chosen what is best.	92
It will not be taken away from her."	100

Repeated One-Minute Readings**13. Martha Gets Mad**

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

Martha Gets Mad

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

N _____: Jesus and his disciples came to a village.

N _____: Martha welcomed Jesus into her home.

N _____: She had a sister named Mary.

Martha _____: "I will make a nice meal for Jesus,"

N _____: Martha said.

N _____: She swept the floor.

N _____: She lit the fire.

N _____: She fried the fish.

N _____: Her feet hurt.

N _____: Martha got tired...

All _____: and mad.

N _____: Mary just sat there at the feet of Jesus.

N _____: She loved to listen to Jesus talk.

N _____: Mary asked him questions.

N _____: He answered.

All _____: Mary was learning.

N _____: Martha had no time to sit and listen.

N _____: She was busy working and serving.

N _____: She went to Jesus.

Martha _____: "Lord, my sister has left me to do all the work by myself!"

N _____: Martha grumbled.

Martha _____: "Don't you care? Tell her to help me!"

Jesus _____: "Martha, Martha,"

N _____: Jesus replied,

Jesus _____: “you are worried and upset about many things. But only one thing is needed. Mary has chosen what is best and

All _____: it will not be taken away from her.”

Suggestions: You can add ...

Simple costumes: simple biblical-era costumes. Martha can wear an apron.

Sound effects: Lots of happy shouts of welcome when Jesus arrives. While Martha works, she keeps looking over at Mary sitting with Jesus and she growls louder and louder.

Props: table, dishes, pots, pans, stirring spoon, broom, and wood for the “fireplace.”

Special Effects: Martha must exaggerate her feelings: wipe forehead, rub feet, fold arms, shake fists, etc. Mary can be looking at a scroll with Jesus. This can be made from paper rolled up between two sticks.

End with Martha putting down her pan and broom and taking off her apron. She joins Jesus and Mary by looking at the scroll. They all smile and Jesus can say, “Now, Martha has also chosen what is best!”

Silly Sentences

Martha Gets Mad

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
Jesus	came	to a village.
She	swept	the floor.
She	lit	the fire.
She	fried	the fish.
Mary	just sat	at the feet of Jesus.
She	loved	to listen.
My sister	has left	me.
Martha	had no time	to sit and listen.

Recreate this sentence using the coding chart.

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

Verbs in wavy letters: *VERBS*

Adjectives in curly letters: *Adjective*

Articles in chalky letters: *articles*

preposition: regular letters

I will make a nice meal for Jesus.

Answer Key:

I *will make* **a** *nice* **meal** for **Jesus**.

pronoun verbs article adjective noun preposition noun

13. Phonemic Awareness

See Teacher's Guide for more detailed instructions.

1. Rhyme Time

Using letter tiles, change the first phonemes to form rhymes: **quint, hint, whint, phint, mint**

Which words are nonsense?

2. Blen- Blen – Blend

Using letter tiles, change the last phonemes to form new words: **chess, cheth, chesh, chest**. Which are nonsense words?

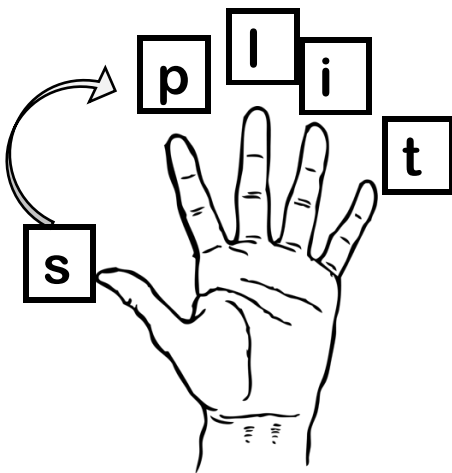
3. Magic Stepping Stones

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. box | 2. fox | 3. ox | 4. ax |
| 5. at | 6. cat | 7. bat | 8. bag |

4. Handy Dandy

Form the word "split" with letter tiles. Glue them onto your fingers. Say, "Show me: /it/, /sit/, /pit/, /lit/, /plit/, /spit/, /slit/, /split/. 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: split, splat, splet, splut, splot.



split

bag

bat

cat

at

ax

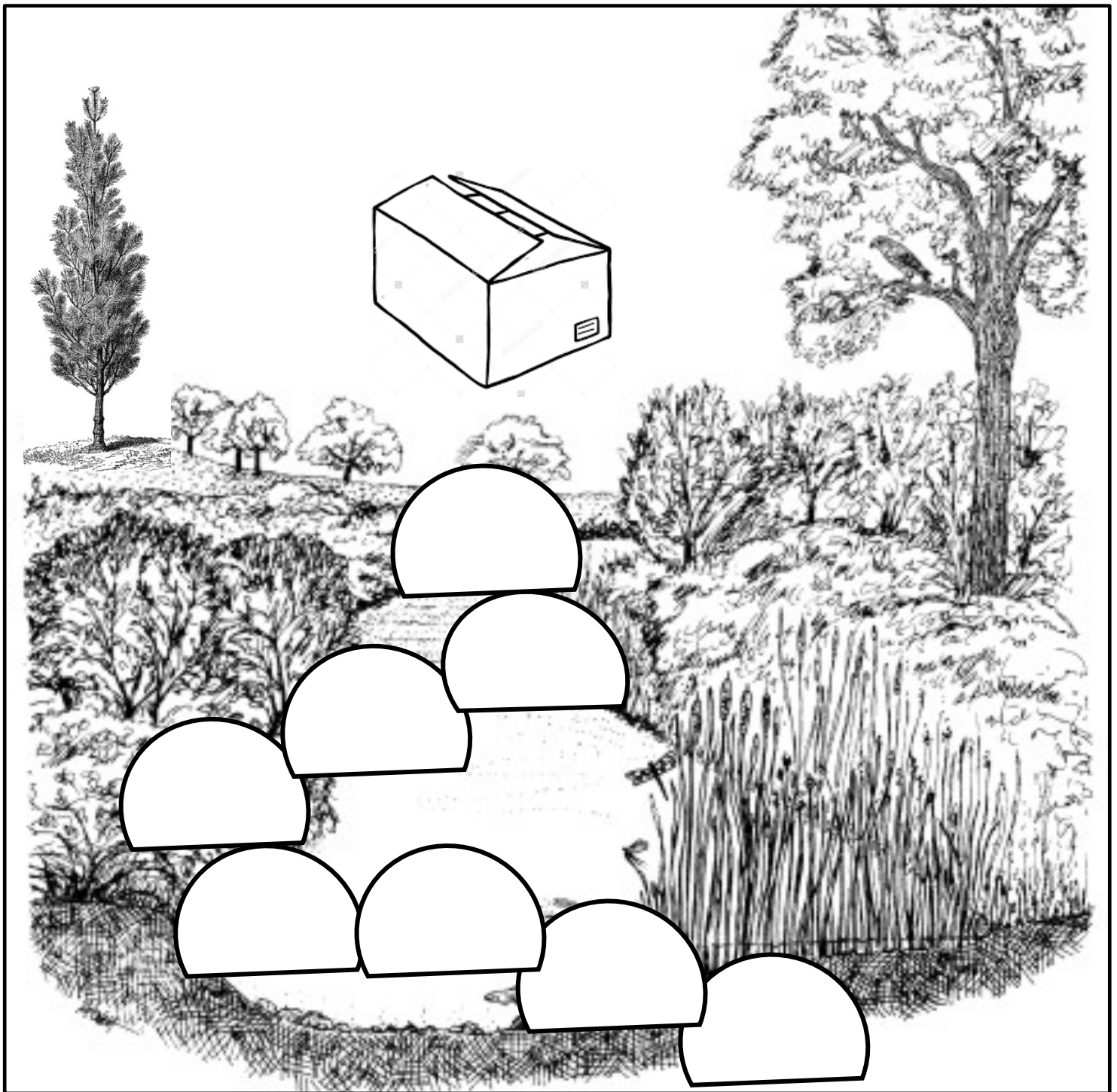
ox

fox

box

Magic Stepping Stones

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



1. box 2. fox 3. ox 4. ax
5. at 6. cat 7. bat 8. bag



Spell Well

13. Martha Gets Mad

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> idea
<u>a</u> village	fri<u>e</u>d	coo<u>k</u>ie
i before e	Use i before e, except after c, and when a word says long <u>a</u> , like neighbor and weigh.	ro<u>b</u>ber
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.	crab<u>b</u>y
Drop silent e	When you are adding a vowel suffix to a silent <u>e</u> word, drop the <u>e</u> .	cho<u>s</u>en
welcom<u>e</u>d	tak<u>e</u>n	serv<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>hisses</p>
<p>axes</p>	<p>worries</p>	<p>guys</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>fried</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>worried</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>point</p>
<p>away</p>	<p>haul</p>	<p>train</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> .	will
jazz	skill	scrap
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> .	asked
K after consonant or long vowel	When you hear a /k/ after a consonant or long vowel, use <u>k</u> .	talk
-ck, -tch, -dge	Use <u>-ck</u> , <u>-tch</u> , or <u>-dge</u> in a one-syllable word RIGHT after the short vowel.	scratch
fudge	stitches	neck

Multi-Syllable Madness

13. Martha Gets Mad

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.

village

Jesus

Martha

worried

questions

sister

upset

about

working

into

taken

grumbled

chosen

away

answered

replied

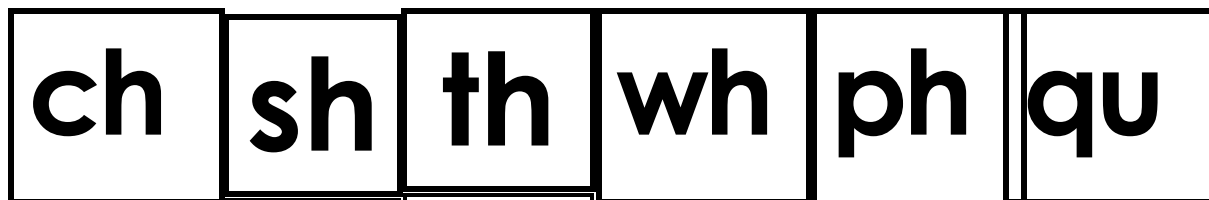
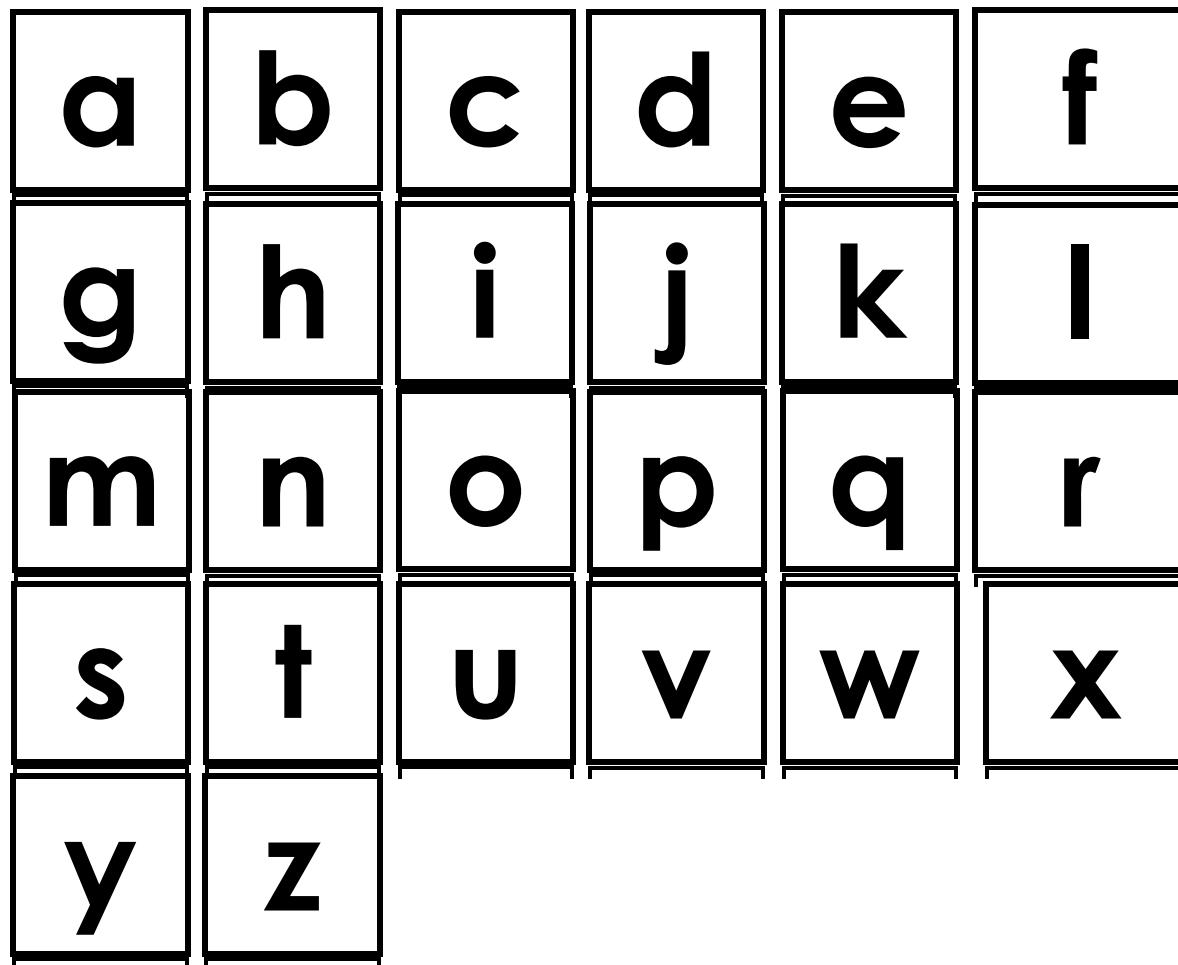
serving

myself

village	vil	-lage
Jesus	Je	sus
Martha	Mar	-tha
worried	wor	ried
questions	ques	-tions
sister	sis	ter
upset	up	set

about	a	bout
working	work	ing
into	in	to
taken	ta	ken
grumbled	grum	-bled
chosen	cho	sen
away	a	way
answered	an	swered
replied	re	plied
serving	ser	ving
myself	my	self

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



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

