

Concept to Contemplate

Broken trash bags help Tommy teach Thorny about helping others.

“Hey, Thorny, those are neat looking roller blades. Where’d you get ‘em?” Tommy Rawson thumped one of the flashy red in-line skates the boy next to him was putting on.

“Mr. Simmons purchased them for me this summer when I arrived at their house.” The boy rubbed a smudge off the shiny red surface of his left skate.

Tommy finished fastening his own well-worn roller blades and leaned back, propping his elbows on the front porch step behind him. He waited, watching his new friend and neighbor, Hubert Thornton Remington III. Thorny, as Tommy called him, did everything with concentration and precision. He was taller than any of the other boys in Tommy’s class, with fine, sand-colored hair that was always flopping into his face.

“Do you like living with the Simmons?” Tommy propped one foot across his other knee and ran his hand along the bottom of his roller blade, making the little wheels spin.

Thorny checked the fastenings on each of his skates before answering. “Well, as I’ve been in residence only a month, it is hard to predict how matters will progress. At this point, however, I can say that I find the family to be a refreshing change from some of the previous foster homes I’ve experienced in the last two years.”

“Does that mean you like living with the Simmons or not?” Tommy jumped up. “How come you talk like that sometimes?”

“Like what?” Thorny stood and began gliding down the front walk.

“Oh, never mind.” Tommy muttered. “I guess that’s what happens to you when your dad was a scientist and

your mom was a . . . a . . .” He hurried to catch up with Thorny. “What did you say your mom did?”

“She was an English professor.” Thorny glanced at Tommy and added. “You know, a teacher who teaches about the English language.”

“Yeah, I know what an English professor is.” Tommy swerved around a hole in the pavement. “How come you didn’t go live with an aunt or uncle or something when your parents died in that plane crash?”

“Because I don’t have any relatives.” Thorny held up his index finger. “I was an only child, as were both my parents. I never knew any of my grandparents. They all died when I was very little. My parents were older than most when they had me.”

Tommy shook his head. “I guess I’m luckier than I thought. I’ve got a bunch of family, cousins and stuff. And my parents, my grandma, and my older sister.” He shrugged. “Lisa’s all right, even though she’s a pest sometimes.”

The boys whizzed back and forth past fields and pastures and an occasional house on the quiet road at the edge of town. “Race you!” Thorny’s challenge snapped Tommy out of his feelings of pity for the other boy.

“You’re on!” Tommy pointed down the road. “Let’s race to the Clark’s mailbox. On your mark, get set, GO!”

“Oomph!” Tommy flopped onto the grass in the shade of a large oak across the road from the mailbox. “You won and I’m beat!”

Thorny rested one hand on the oversized black mailbox. “Because of the difference in height between us, my legs are longer, which provides the necessary span to increase. . .”

“Okay, okay!” Tommy picked up an acorn and tossed it at Thorny. “What’re you standing out there in the sun for?” He chuckled. “Come over here in the shade to ‘analyze’ why you won the race.”

“Actually, I’m not certain the race is over.” Thorny lowered himself to the cooler pavement near Tommy.

“What’re you talking about now?” Tommy fanned himself with a large oak leaf. “That’s the Clark’s house and the Clark’s mailbox.” He motioned across the road with the wilting leaf.

“So you say.” Thorny’s eyes sparked with laughter. “However, the mailbox in question does read ‘lark’ rather than ‘Clark’.”

“Well, just ‘cause the ‘C’s missing doesn’t mean I’m going to race ‘til we find a mailbox that really says ‘Clark’!” Tommy propped himself on one elbow and looked across the road at the well kept brick house. The yard was neatly mowed and there were a few flowers in front. “Oh, boy, look at that!” Tommy stood up and started across the road. “What a mess!”

Past the mailbox and the driveway, the front lawn near the road was littered with trash. “Looks like some dog tore apart these trash bags,” Tommy called as he picked up a piece of black plastic with several gaping holes in it.

“May I ask what you are doing?” Thorny stood up and slowly skated towards the mess.

“Sure.” Tommy bent to pick up an empty milk carton and a smashed cereal box. He poked them into the corner of the trash bag that wasn’t ruined and reached for some papers that were starting to blow away.

“So?” Thorny stopped at the edge of the road.

“Huh?” Tommy grunted as he picked up some other stuff.

“So, what are you doing?” Thorny yelled.

Tommy looked up in surprise. “Picking up this trash. Come on, we’re gonna need a couple of new trash bags.”

“Now, wait just a minute.” Thorny stopped

Tommy as he started back down the road. “What do you mean ‘we’ need new trash bags? It’s hot, you said you were beat, and that isn’t even your trash!”

“No, but it needs to be picked up and I’m not that tired. Come on.” Tommy took off for his house and Thorny followed more slowly.

Hubert Thornton Remington III was unusually quiet while they changed into their shoes and walked back to the Clark’s yard with large empty trash bags. With two of them working it didn’t take too long to stuff all the scattered trash back into bags.

Tommy whistled as they walked down the road toward his home again. “It doesn’t make sense, you know.” Thorny kicked a pebble down the road in front of him.

“What doesn’t make sense?” Tommy grinned. “What are you analyzing this time?”

“Now that school has begun, there is little time for activities of your own choosing.” Thorny began.

“You mean stuff like playing baseball or roller blading?” Tommy interrupted.

“Of course.” Thorny nodded. “So, why would you choose to spend your time picking up trash for someone? Especially someone who doesn’t even know what you did for them?”

Tommy picked up a long straight stick by the side of the road and trailed it along after him on the pavement. “Well, you know, it’s like our handwriting verse says. It just. . .”

“Excuse me.” Thorny caught Tommy’s stick and stopped him. “What do you mean ‘handwriting verse’?”

“Oh, yeah.” Tommy flipped the stick out of Thorny’s hand and walked on. “I forgot you’ve only been at our school a couple of days. All those words we’ve been practicing writing are part of a Scripture verse. We write a new one each week and learn about what it means. This week it’s that Scripture that talks about loving others as much as you love yourself.

You know.”

“Actually,” Thorny cleared his throat. “I don’t.”

“You mean your mom and dad didn’t teach that one to you when you were a little guy?” Tommy flipped the end of his stick at some tall grass by the road.

“I don’t think my parents believed in God.” Thorny bent to pick up a pebble and toss it at a fence post. “At least they never said much about God to me. The Simmons are the first foster family I’ve been with that talk about such things. They’re even spending the extra money to send me to Knowlton Elementary School so I can receive instruction in spiritual matters!” He tossed another pebble. “So what does this Scripture have to do with the Clark’s trash?”

“Well,” Tommy scratched his head. “I guess it’s just that when you really love God you just sorta naturally love others, too. I mean, I think He puts His love for others in your heart. That Scripture’s in Mark and it says we’ve got to love others as much as ourselves. You know, we’ve got to treat them like we’d like to be treated. See?”

“You always treat everyone like that?” Thorny stopped and stared at Tommy.

“Well, no.” Tommy sighed. “I want to, and God wants me to, but sometimes I mess up.” Tommy twirled his stick in the air. “At least I know He forgives me when I mess up. And I feel really good when I get it right!”

Both boys stepped off the road as a large truck approached. “Cole County Sanitation.” Thorny read the large black letters on the door of the truck cab as the big white trash truck rumbled past them. He turned around to watch the truck wheeze to a stop in front of the Clark’s house for a moment before driving on down the road.

A few minutes later, Thorny headed the other direction down the road toward the Simmons’ home. “Bye, Thorny! See you tomorrow!” Tommy called after him from the Rawson’s front porch. Thorny slung the red roller blades over one shoulder and waved with his free hand.

“You must love others as much as yourself.” Hubert Thornton Remington III repeated to himself as he walked

down the road. “Now there’s a truly fascinating concept to analyze!”

2 Discussion Time

Check understanding of the story and development of personal values.

- Why do you think Tommy called his new friend “Thorny”?
- Why was Thorny living with the Simmons family?
- Who won the roller blade race?
- What problem did the boys discover at the Clark’s house?
- What did Tommy do about the scattered trash?
- How did Thorny feel about picking up the trash?
- Do you think Tommy was a good example for Thorny?
- In what ways can you show you love others as much as yourself?

A Preview

Name _____

Write each word as your teacher says it.

1. brand _____
2. dust _____
3. flock _____
4. ridge _____
5. blood _____
6. swept _____
7. sink _____
8. fist _____
9. shove _____
10. past _____
11. self _____
12. trust _____
13. hung _____



Words with Short Vowels

Lesson
1**Scripture**

Mark 12:30, 31

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 each word once, use the word in a sentence, then say the word again. Write the words on the lines in your worktext.

**Correct Immediately!**

Let's correct our preview. I will spell each word out loud. If you spelled a word wrong, rewrite it correctly.

**Progress Chart**

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

Day 1

Lesson

1**5**

- | | |
|-------------|---|
| 1. brand | Thorny is brand new to the neighborhood. |
| 2. dust | Thorny liked to dust off his roller blades regularly. |
| 3. flock | A flock of goldfinches scattered as the boys whizzed by on their skates. |
| 4. ridge | The boys could see a mountain ridge off to their right. |
| 5. blood | Tommy could feel the blood rushing to his heart as they raced. |
| 6. swept | Thorny swept ahead of Tommy to win the race. |
| 7. sink | Tommy can sink down on the grass to rest. |
| 8. fist | Tommy packed the trash back into the torn bag with his fist . |
| 9. shove | He tried to shove the trash down past the hole in the side of the bag. |
| 10. past | Soon the white trash truck rumbled past them. |
| 11. self | It is not always easy to put others before self . |
| 12. trust | When you trust in Jesus, He gives you a desire to love others. |
| 13. hung | Tommy hung his roller blades on a hook in the garage. |
| 14. dock | Thorny and Tommy looked for a dock in the nearby pond. |
| 15. branch | A large branch had fallen into the water. |
| 16. reptile | They saw a reptile curled around the end of it. |
| 17. touch | The boys did not touch the poisonous snake. |
| 18. pebble | Tommy skipped a flat pebble across the pond's surface. |

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, fill in the boxes containing the letter or letters that spell the short vowel sound in each word.



Take a minute to memorize...

Mark 12:30, 31



Be Prepared For Fun

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

General

- Pencil
- Graph Paper (1 sheet per child)
- Spelling List

Visual

- Water Color Paint Box (1 per child)
- Paint Brush (1 per child)
- Art Paper (3 or 4 sheets per child)
- Spelling List

Auditory

- Voice Recorder
- Spelling List

Tactile

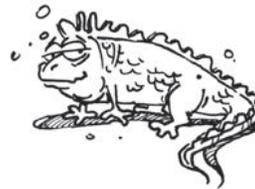
- Soccer Ball, Basketball, Tennis Ball, or 4-Square Ball
- Spelling List

B Word Shapes

Name _____

Write each word in the correct word shape boxes. Next, in the word shape boxes, shade in the boxes containing the letter or letters that spell the short vowel sound in each word.

- brand
- branch
- past
- reptile
- pebble
- self
- swept
- fist
- ridge
- sink
- dock
- flock
- shove
- dust
- brand
- touch
- trust
- hung
- past
- swept
- flock



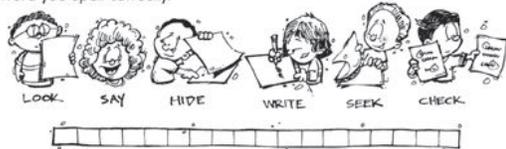
- fist
pebble
blood
reptile
self
ridge
sink
dock
branch
shove
dust
brand
touch
trust
hung
past
swept
flock

Answers may vary for duplicate word shapes.

C Hide and Seek

Name _____

Play Hide and Seek with your words. Create a bar graph by filling in a box (left to right) for each word you spell correctly.



D Other Word Forms

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

bloodline	dusty	sinking	touched	trustful
branches	dusts	sank	touches	trusty
branched	hang	sunk	touchier	trustworthy
branded	fistful	unsinkable	touchiest	entrust
branding	fists	shoving	touchiness	
docked	pebbles	sweep	touch-up	
docking	pebbly	sweeps	trusted	
flocking	ridges	sweeping	trusting	
flocked	ourselves	touchable	trusts	

E Fun Ways to Spell

Initial the box of each activity you finish.

- Create a crossword puzzle.
- Spell your words with paint.
- Spell your words on tape.
- Bounce a ball as you spell your words.

1

Hide and Seek

Reinforce correct spelling of current spelling words.

Have your students use this activity for each word. They should:

- **Look** at the word.
- **Say** the word out loud.
- **Hide** (cover) the word.
- **Write** the word on their papers.
- **Seek** (uncover) the word.
- **Check** the spelling, and, if the word is spelled wrong, write it correctly.

2

Other Word Forms

This activity is optional. Have students write original sentences using these Other Word Forms:

sweeping
bloodline
flocking
ourselves

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 create a crossword puzzle...
- Use a pencil to arrange your words on graph paper.
 - Overlap words where letters are shared.
 - Don't create any new words.
 - Outline each word with a marker and number them.
 - Write a clue for each word.
 - Erase your words.
 - Trade with a classmate and work each other's puzzles.

Visual

- To spell your words with paint...
- Paint each spelling word on your paper.
 - Trade papers with a classmate and check each other's spelling.

Auditory

- To spell your words using a voice recorder...
- Record yourself as you say and spell each word on your spelling list.
 - Listen to your recording and check your spelling.

Tactile

- To bounce a ball as you spell your words...
- Look at the first word on your list.
 - Bounce the ball as you say each letter of the word aloud.
 - Do this with each word on your list.

Familiarize students with word meaning and usage.

Alphabetical Order

Write the words **break**, **bridge**, **bread**, and **breeze** on the board. Explain to the students that when words begin with the same letter, they need to look at the second letter to put the words in alphabetical order. If the first two letters are the same, look at the third letter, fourth letter, and so on. 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.

Dictionary Skills

Explain that some entry words in a dictionary have more than one meaning, or definition.



Read the definitions for each word. Write the word that matches both meanings.



Take a minute to memorize...

Mark 12:30, 31

F Working with Words

Name _____

Alphabetical 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**. Remember, when words begin with the same letter, look at the second letter. If the first two letters are the same, look at the third letter. Write the words in each group in alphabetical order.

1. brand fist branch flock

branch brand fist flock

2. dust blood past dock

blood dock dust past

3. swept trust self touch sink

self sink swept touch trust



Dictionary Skills

Some dictionary entries have more than one meaning or definition. Read the definitions. Write the word that matches both meanings.

1. A part of a tree.

A road that splits from a larger road. branch

2. Placed on a hook.

Unable to make a decision. hung

3. A particular make of a product.

Burn a mark on an animal's skin. brand



Word Bank

brand	reptile	swept	sink	past	hung
branch	pebble	fist	dock	dust	blood
past	self	ridge	flock	touch	trust

G Dictation

Name _____

Write each sentence as your teacher dictates. Use correct punctuation.

1. Thorny swept past his friend in the race.

2. The sun began to sink behind the ridge.

3. Thorny threw a pebble in the dust.

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"/> brand
<input type="radio"/> bump
<input type="radio"/> past
<input type="radio"/> no mistake | 5. <input type="radio"/> test
<input type="radio"/> flock
<input type="radio"/> plant
<input type="radio"/> no mistake | 9. <input type="radio"/> ridge
<input type="radio"/> grab
<input type="radio"/> pebbel
<input type="radio"/> no mistake |
| 2. <input type="radio"/> reptiel
<input type="radio"/> life
<input type="radio"/> happen
<input type="radio"/> no mistake | 6. <input type="radio"/> wagon
<input type="radio"/> dunn
<input type="radio"/> dust
<input type="radio"/> no mistake | 10. <input type="radio"/> sink
<input type="radio"/> deep
<input type="radio"/> mean
<input type="radio"/> no mistake |
| 3. <input type="radio"/> berry
<input type="radio"/> dok
<input type="radio"/> swept
<input type="radio"/> no mistake | 7. <input type="radio"/> hung
<input type="radio"/> blud
<input type="radio"/> puppy
<input type="radio"/> no mistake | 11. <input type="radio"/> rake
<input type="radio"/> self
<input type="radio"/> tutch
<input type="radio"/> no mistake |
| 4. <input type="radio"/> cookie
<input type="radio"/> branch
<input type="radio"/> brook
<input type="radio"/> no mistake | 8. <input type="radio"/> sorry
<input type="radio"/> table
<input type="radio"/> trust
<input type="radio"/> no mistake | 12. <input type="radio"/> fist
<input type="radio"/> poor
<input type="radio"/> loud
<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 it in your worktext.

Remember to use correct capitalization and punctuation. (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 recognition of 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. Repeat this activity from Day 2. (A reproducible master is provided in Appendix A as shown on the inset page to the right.)

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.



Progress Chart

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

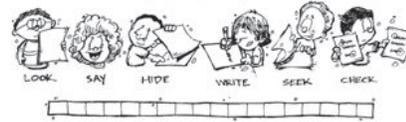


Personal Dictionary

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

Hide and Seek

Play Hide and Seek with your words. Create a bar graph by filling in a box (left to right) for each word you spell correctly.



Other Word Forms

Sentence Clues

Use the sentence clue to help you unscramble each word. Write the unscrambled word in the sentence.

- abdelmoorst 1. Exercise will improve the circulation of your bloodstream.
- giiknns 2. He dove to keep the keys from sinking in the pond.
- horrrstttuyw 3. If you are trustworthy, people will respect you.
- cfklos 4. Large flocks of ducks flew over, heading south.
- choptuu 5. Mom gave the scratched furniture a careful touch-up.
- abdennrw 6. Now, there are scratches on my brand-new car.
- eepsw 7. Please sweep up the dirt you tracked into the house.
- cdehotu 8. She carefully touched the soft chinchilla.
- bbeelps 9. She stood and tossed pebbles into the creek.
- degirs 10. The ridges on my boots kept me from sliding.
- abcehnrs 11. The large branches are perfect for building a tree house.
- ffilstu 12. The little boy grabbed a fistful of candy.
- dehosv 13. Tommy shoved another bite of pizza into his mouth.
- cdkos 14. We hurried to the docks to see which boat had won.
- dginstu 15. When I finish dusting, I will vacuum the carpet.
- eeilprst 16. We found two snakes for our collection of reptiles.



Prefixes and Suffixes

Add the prefixes and suffixes to make new words. Write the words on the lines.

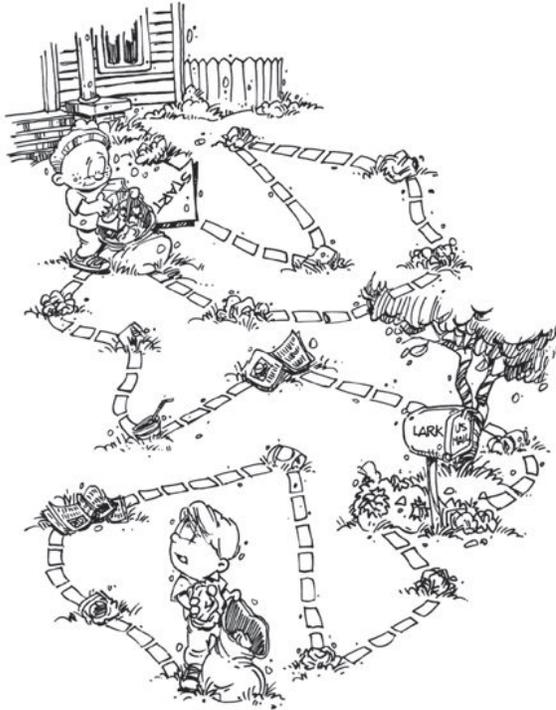
- 1. touch + y = touchy
- 2. self - f + v + es = selves
- 3. en + trust = entrust
- 4. touchy - y + i + ness = touchiness
- 5. reptile - e + ian = reptilian
- 6. your + self = yourself

- 1. brand The **brand** name of Tommy's skates was worn off.
- 2. flock The **flock** of birds was startled by Thorny and Tommy.
- 3. branch Thorny expertly jumped over a **branch** in the road.
- 4. blood Their hearts worked hard to pump **blood** to all their muscles.
- 5. pebble A **pebble** skipped along the pavement ahead of the boys.
- 6. ridge The mountain **ridge** was beautiful in the distance.
- 7. fist Tommy used his **fist** to punch trash down into the torn bag.
- 8. sink The boys were careful not to **sink** into the mud in the ditch.
- 9. dust A discarded vacuum cleaner bag was full of **dust**.
- 10. swept Thorny and Tommy **swept** the yard clean of trash.
- 11. shove The boys saw the garbage collector **shove** the bags into the truck.
- 12. past In his **past**, Thorny had not been taught about God's love.
- 13. trust Tommy wants Thorny to **trust** in Jesus.
- 14. self To put others before **self**, we need God's help.
- 15. hung Thorny had **hung** his roller blades in Tommy's garage.
- 16. dock The boys did not find a **dock** at the pond.
- 17. reptile They did see a **reptile** at the pond.
- 18. touch They were careful not to **touch** the water moccasin.

I Game

Name _____

Help Tommy and Thorny pick up trash by moving one space for each word you or your team spells correctly from this week's word list.



Remember: Loving God means caring as much for others as you care about yourself!

J Journaling

In your journal, write about a time you showed your love for others by your actions, or a time when someone else showed their love for others by helping you.



10

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.
- 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.
- Alternate between teams A and B as you go down the word list.
- The team to reach Thorny first is the winner.

Small Group Option: Students may play this game without teacher direction in small groups of two or more.

2 Game

Reinforce spelling skills and provide motivation and interest.

Materials

- game page (from student text)
- game pieces (1 per child)
- game word list

Game Word List

1. brand
2. branch
3. past
4. reptile
5. pebble
6. self
7. swept
8. fist
9. ridge
10. sink
11. dock
12. flock
13. shove
14. dust
15. touch
16. hung
17. blood
18. trust

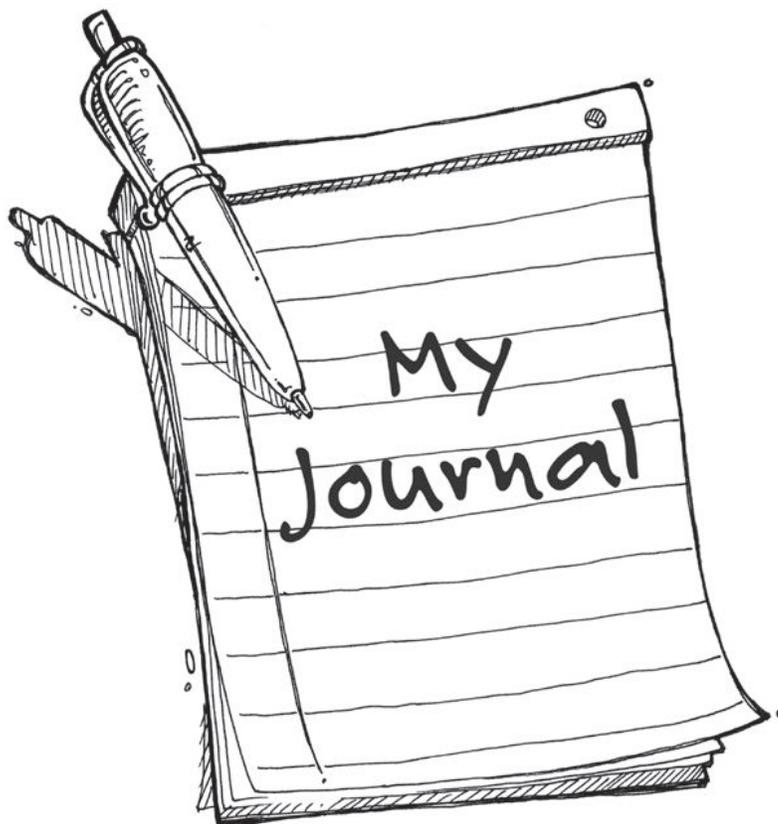
3 Journaling

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.

Say

- Have you ever heard someone speak with a different accent or use words that you're not familiar with?
- Why do you think Thorny used such big words when he spoke? (Because he was very intelligent. His parents had been well educated people.)
- Even though Thorny was intelligent, he didn't know much about God or the Scriptures. Why? (His parents hadn't believed in God and the foster homes he'd been in hadn't taught him about God either, until the Simmons.)
- How did Tommy's actions help Thorny learn more about God? (By picking up the Clark's scattered trash, even though they'd never know about it, he showed what loving others as much as you love yourself means.)
- Have you ever had an opportunity like Tommy and Thorny did to help someone else?
- Thorny learned that showing love to others, especially when they don't know who helped them, can be a lot of fun. Maybe you'd like to work with a friend to secretly help out those around you. Ask God to help you see times when you can show His love by helping others and then be ready to help!



English is the most widespread language in the world and is more widely spoken and written than any other language.