

# A Test of Friendship

*Matthew has a serious accident. How will his friends react to the handicap he must deal with?*

Matthew's finger traced the zipper on the green canvas backpack in his lap as he gazed absently at the passing landscape. His mom turned the Suburban onto the highway. Matthew shifted and leaned his head against the glass, drumming his fingers on the armrest. "I wonder what my friends will say?" he thought. "I haven't seen some of them since the accident. A few came to the hospital. Stephen and Thorny visited when I got home, and a bunch from church signed a big card Coach Larkin brought over. I hate being stared at, but what if they laugh, or worse, feel sorry for me?"

Alex and Emily were chattering in the backseat. Some things never changed! "Matthew! Matthew!" Alex kicked the back of Matthew's seat. "Hey, Matthew, what's your new teacher's name?"

"Our teachers are Mr. and Mrs. Harper—we have them both. Get your feet off my seat, Alex." Matthew turned to face his younger brother and sister. They certainly didn't treat him any differently now. There was some comfort in that.

Matthew Schilling usually looked forward to seeing his friends the first day of school, but he wasn't so sure about today. There was a heavy feeling in the pit of his stomach, and his right hand felt cool and clammy. He leaned his head back on the seat and closed his eyes. He wasn't looking forward to being the center of attention this morning—or any time for that matter—but Mom had pointed out he couldn't put it off forever.

Katelynn dropped her backpack on her desk and unzipped it. "It's going to seem funny having Rachel gone this

year. We've all been together at Knowlton Elementary since first grade. Rachel came at the end of first grade, didn't she?"

"I don't know. It was before I came, and I've only been here three years." Laney Ausherman slipped a page divider into her notebook. "Did you hear about Matthew?"

"He's moving too?" Katelynn frowned as she took out new pencils and a box of markers from her backpack.

"No, but you knew he mangled his arm on a PTO?"

Katelynn nodded. "Whatever a PTO is. I haven't seen him all summer, but I heard he was in the hospital after some sort of farm accident."

"PTO stands for power takeoff," Laney explained. "I looked it up on the internet. "It's the part at the back of some tractors that rotates at high speed. It's supposed to have a shield even when it's hooked up to a piece of equipment. Apparently Matthew was close to it when someone started the tractor. No shield! His loose shirt got snagged by the turning PTO, and his arm wrapped around it like a wet noodle. Stephen said the doctors tried all kinds of stuff to save it but finally had to amputate a couple weeks ago—no blood circulation. I think you were still on vacation when they did it."

Katelynn looked down at her fingers and wiggled them. She quietly reached into her backpack and pulled on her notebook. It snagged on the flap of the pack. She used her other hand to flip back the flap and free the notebook. "I couldn't have done that with one hand," Katelynn thought. "Poor Matthew. How will you tie your shoes or button your shirts? I hope it wasn't your left hand or

you can't write."

"I wonder if it still hurts?" she said aloud.

"I don't know, but Stephen said he's coming to school today and he doesn't want a pity party." Laney folded the sack she'd brought her school supplies in and tucked it into her desk. "Have you heard anything about Mr. Harper? It's going to be weird having two teachers this year. He's only going to teach us science, right?"

Katelynn stared as Matthew entered the classroom.

"And his wife will teach us..." Laney stopped mid-sentence as she turned to follow Katelynn's gaze. Matthew

balanced a green backpack in the crook of his left arm. His shirtsleeve was limp below the elbow and was neatly pinned up to keep it from flopping around. In his right hand he was holding a plastic sack overflowing with school supplies.

Suddenly the room was unnaturally quiet. Stephen finally broke the long silence. "Captain Hook, come on over. Mrs. Harper says you can have the desk by mine."

Matthew glanced at his new teacher. Mrs. Harper smiled encouragement. "Welcome, Matthew. I'm glad you're here. We're taking a few minutes to arrange things in our desks. When the bell rings, bring your Bible and come sit in these chairs by the board.

"He looks about the same," Laney whispered.

"He doesn't look like he's in pain, but he's taller and his glasses are different or something," Katelynn said quietly.

"I wonder if he'll wear a fake hand?" Laney took a new version of the Scriptures from her desk.

"Are you referring to a prosthesis?" Thorny said a little too loudly.

"I'm not talking to you, Thorton Remington Hubert II," Laney hissed as her face turned red. She looked to see if Matthew had overheard the conversation about himself. Much to her relief, he was laughing at something Stephen had said.

“More precisely, Miss Ausherman, the name is Hubert Thornton Remington III—Thorny to you.” The boy smiled. “Matthew can’t be fitted with a split hook until the stump is healed and then desensitized. That takes approximately eight weeks from the time of amputation, depending on the patient’s activity level, attitude and self-image. After the stump shrinks, he’ll be fitted with the prosthesis and taught how to control the split hook by using his shoulder blade and back muscles. Don’t feel sorry for him, Laney—that’s not good for an amputee’s new self-image.” Thorny joined his best friend Tommy in the chairs by the board.

“Well, that was quite a speech, even for Thorny,” Katelynn observed. “Let’s go sit by Beth.”

“Who’s the new boy?” Beth asked as Laney and Katelynn sat down on either side of her.

Katelynn shrugged. “Ask Laney. She’s the source of knowledge this morning—with a little help from Thorny.”

“The new boy’s Walter Vann.” Laney tilted her head in Walter’s direction. “His dad is Coach Ridge, who will work with my dad at the city Parks and Recreation Department.”

Katelynn whispered to Beth, “Thorny just told us Matthew’s going to get a hook for his arm.”

Beth’s eyebrows shot up. “You mean like the pirate Captain Hook?”

Katelynn mouthed, “I think so.”

Laney frowned as she watched Beth and Katelynn whispering. She wondered what they were talking about. “I’m going to miss Rachel this year,” she thought. “I wish she hadn’t moved all the way out to Montana.”

Matthew meticulously arranged his supplies. His desk wasn’t as neat as he usually liked to have things. His physical therapist said he’d be slow for a while, but she was teaching him some shortcuts. He looked over at Beth, Katelynn, and Laney.

Katelynn averted her eyes as soon as she saw him glance her direction.

“She won’t even look at me,”

Matthew thought as he ran his fingers through his curly hair, then shoved his glasses up his nose. Beth and Katelynn looked up from their whispering. Beth gave him a brief smile before she looked away, but Katelynn looked down at her watch and then up at the big clock on the wall to avoid eye contact.

Stephen softly punched Matthew’s shoulder. “Come on, Matt. Let’s go sit and talk to the girls.”

Stephen headed for the empty chairs between Thorny and Laney, and Matthew followed. “Any of you going to play soccer this fall?” Stephen asked.

“You can still do soccer, Matt! You don’t need two hands for that.” Tommy leaned around Thorny.

Beth cringed at the mention of the missing hand and looked at Matthew to see his reaction. He was smiling.

“Hey, I read on the internet about a girl with only one arm who’s a pitcher in Little League baseball,” Laney said.

“She’s great, and she doesn’t use a prothe-see-us, either.”

“I think the word is prosthesis,” Thorny corrected. “Have you experienced any phantom pain in your missing fingers, Matthew?”

Katelynn scowled at Thorny. “Be a little sensitive. Maybe he’d rather not talk about pain today.”

“Its okay, Katelynn.” Matthew turned toward Thorny. “My arm doesn’t hurt too much anymore, unless you hit the end of the stump. It isn’t completely healed and desensitized yet. The doctor said I probably wouldn’t feel imaginary pain in the missing part of my arm. Older people tend to have more problems like that. He said kids who are active and busy heal and adapt quickly.”

Matthew could tell the girls were feeling more comfortable. Katelynn and Beth even looked at him, then down at his stump.

The boys were used to the sight of his missing hand. Most of them had come to the hospital or visited while he recovered at home, where he’d had on short-sleeved shirts. They’d been cool about it. Many of the girls hadn’t seen him since the accident. It would take

them awhile to become accustomed to his missing hand. Shoot! He wasn’t accustomed to that himself. The therapist had said to look people in the eye and smile a lot if he didn’t want to be patronized. He grinned at Katelynn.

The ringing bell brought his attention back to Mrs. Harper. Matthew read the Scripture verse written on the board behind his new teacher. “A true friend is always loyal, and a brother is born to help in time of need.”

“Not having my left hand is going to take some getting used to,” he thought, “but I have lots of friends to help.” He looked at the dawning acceptance on the faces around him and then at the stump of his arm. His stomach was feeling better. “This is going to be easier than I thought,” he smiled to himself. “A lot easier!”

**2****Discussion Time**

Check understanding of the story and development of personal values.

- What are some physical handicaps that could challenge kids?
- How do you feel when you see one of your peers coping with a physical challenge?
- List some people you have seen in your community with physical challenges.
- Do you have friends who are physically handicapped?
- How are they different from your friends without physical challenges?
- Are you a loyal friend who helps out whenever needed?

**A Preview**

Write each word as your teacher says it.

1. abdomen
2. channel
3. alligator
4. alfalfa
5. actual
6. imagine
7. galaxy
8. challenge
9. calculate
10. diameter
11. analysis
12. ancestor
13. contaminated
14. balance
15. capsule
16. calcium
17. brackets

Name \_\_\_\_\_



Words with /a/

Lesson  
**1**

18. calorie
19. morale
20. italics
21. gallery
22. captain
23. cavalry
24. abandon
25. shallow

**Scripture**

Proverbs 17:17

**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.



Say

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.



Say

**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**

1. abdomen
2. channel
3. alligator
4. alfalfa
5. actual
6. imagine
7. galaxy
8. challenge
9. calculate
10. diameter
11. analysis
12. ancestor
13. contaminated
14. balance
15. capsule
16. calcium
17. brackets
18. calorie
19. morale
20. italics
21. gallery
22. captain
23. cavalry
24. abandon
25. shallow

Matthew did not sustain any injuries to his torso or **abdomen**.  
Mrs. Schilling used the selector button to find a radio **channel**.  
She adjusted the volume to hear over Alex's talking **alligator**.  
"I need to buy some **alfalfa** sprouts for tonight's salad," she said to herself.  
Matthew could feel an **actual** knot in his stomach as they drove to school.  
He tried to **imagine** how his classmates would react to his injury.  
If only I could be a **galaxy** away right now, he thought.  
The physical therapist encouraged Matthew to face each **challenge** with resolve.  
It is difficult to **calculate** the exact time an amputee will be ready for a prosthesis.  
Precise measurements are taken to determine the **diameter** of the prosthesis.  
The doctors will determine his needs on further **analysis**," Thorny explained.  
"Is there an **ancestor** listed in this passage that was faithful to God," asked Mrs. Harper.  
"It seems that one disobedient man **contaminated** a whole group," she pointed out.  
Matthew tried to **balance** his books on his knee while drinking from the fountain.  
He didn't have to take a **capsule** every four hours for pain anymore.  
The doctor did prescribe vitamins with extra **calcium**.  
He found it awkward to draw **brackets** around the information in his science notes.  
He needed every **calorie** from his hot breakfast to make it through the morning.  
Tony tried to be extra cheerful to keep up Matthew's **morale**.  
Mr. Harper instructed the class in the correct use of **italics** in their writing.  
I want to begin an art **gallery** on our back wall," said Mrs. Harper.  
Tony voted for Matthew to be **captain** of their kickball team.  
"Men in the **cavalry** had an advantage over the foot soldiers," noted Mrs. Harper.  
Matthew was glad his friends did not **abandon** him because of his handicap.  
He found that the friendships of his classmates were not **shallow**.

**5**

# 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 sound of /a/ in each word.

**Take a minute to memorize...**



Proverbs 17:17

Words with /a/

Lesson 1

### B Word Shapes

Name \_\_\_\_\_

Write each word in the correct word shape boxes. Next, in the word shape boxes, fill in the boxes containing the letter or letters that spell the sound of /a/ in each word.

- |                 |               |
|-----------------|---------------|
| 1. actual       | 14. balance   |
| 2. calcium      | 15. alligator |
| 3. alfalfa      | 16. calculate |
| 4. captain      | 17. calorie   |
| 5. imagine      | 18. italics   |
| 6. analysis     | 19. morale    |
| 7. abandon      | 20. capsule   |
| 8. contaminated | 21. cavalry   |
| 9. abdomen      | 22. challenge |
| 10. galaxy      | 23. diameter  |
| 11. brackets    | 24. shallow   |
| 12. channel     | 25. gallery   |
| 13. ancestor    |               |

#### Word Bank

- |           |          |           |              |         |
|-----------|----------|-----------|--------------|---------|
| abandon   | analysis | calculate | challenge    | gallery |
| abdomen   | ancestor | calorie   | channel      | imagine |
| actual    | balance  | capsule   | contaminated | italics |
| alfalfa   | brackets | captain   | diameter     | morale  |
| alligator | calcium  | cavalry   | galaxy       | shallow |

6

Answers may vary for duplicate word shapes.



### 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
- Notebook Paper
- Spelling List
- Classmate

#### Auditory

- Pencil
- Voice Recorder
- Spelling List

#### Visual

- American Sign Language Reproducible (Appendix B)
- Spelling List
- Classmate

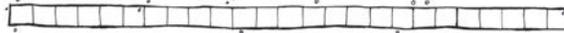
#### Tactile

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

### C Hide and Seek

Name \_\_\_\_\_

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



### D Other Word Forms

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

abandoned	ancestral	calorific	galaxies
abandoning	ancestry	capsules	galleries
abandonment	balanced	captained	imagination
abdominal	balancing	cavalryman	imagining
actuality	bracket	challenged	italicized
actualize	bracketed	challenging	shallowest
actually	calcify	channeling	
analyst	calculation	contamination	
analyze	calculator	diametrical	

### E Fun Ways to Spell

Initial the box of each activity you finish.

1.



Spell your words in a story.

3.



Spell your words on tape.

2.



Spell your words with sign language.

4.



Bounce a ball as you spell your words.

Words with /a/

Lesson 1

7

# 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 define these Other Word Forms using a dictionary:

**analyze**  
**bracket**  
**calculator**

# 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 spell your words in a story...

- Write a story using as many of your spelling words as possible.
- Proofread the story and circle each spelling word.
- Trade stories with a classmate.
- Ask your classmate to make sure each circled word is spelled correctly.

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.

Visual

To spell your words with sign language...

- Have a classmate read a spelling word to you from the list.
- Spell the word using the American Sign Language alphabet.
- Do this with each word on your list.

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.

Day 2

Lesson

# 1

Familiarize students with word meaning and usage.

### Fill in the Blanks

Write this incomplete sentence on the board:

The children were \_\_\_\_\_ with their new dog.

Guide the students in choosing a word that fits the sentence. (Answers will vary.)

Choose the spelling word that best fits each sentence. You may use a dictionary to help you. Write the word in the blank.



Take a minute to memorize...

Proverbs 17:17

### F Working with Words

Name \_\_\_\_\_

#### Fill in the Blanks

Write a spelling word to complete each sentence.

- Ken grows alfalfa, a type of grain used mostly to feed farm animals.
- Cassie tried to imagine, or form a mental picture of, how Hawaii looked.
- As the boat began to sink, the captain yelled, " Abandon ship!"
- "Fire drills are to prepare you for an actual fire", the principal explained.
- Do not drink that water. It is contaminated, or unfit to drink.
- Devon needs to balance the checkbook before he writes any more checks.
- Christopher went to the art gallery to see the exhibit of Mark's paintings.
- An ancestor is a member of your family who lived a long time ago.
- A straight line through the center of a circle is called the diameter.
- A channel is a range of frequencies used for radio or television transmission.
- An alligator is a large reptile with strong jaws and very sharp teeth.
- Calcium is a soft, silver-white chemical element found in teeth and bones.
- Esteban had to look up the meaning of each word written in italics, or letters that slope up toward the right.
- Jaclyn is labeling the parts of the beetle. She has labeled the head, thorax, and abdomen.
- Penny thought the water was shallow, but when she jumped in it was over her head.
- Jessica had to calculate how long the trip would take, to know what time to leave.
- Michael had to dissect a starfish, then give an analysis of what he found.
- Niky helped her dad put up the brackets for Mom's new plant shelf.
- Our galaxy, the Milky Way, is a very large group of stars and planets.
- Something difficult that requires extra work or effort is a challenge.
- The measurement of the amount of energy that a food gives you is a calorie.
- The mounted troops, or cavalry, charged through the forest towards the border.
- The person in charge of a ship is called the captain.
- The crew's pressurized compartment in a spacecraft is called a capsule.
- We sang during the storm to keep our spirits or morale up.



#### Word Bank

abandon	analysis	calculate	challenge	gallery
abdomen	ancestor	calorie	channel	imagine
actual	balance	capsule	contaminate	italics
alfalfa	brackets	captain	diameter	morale
alligator	calcium	cavalry	galaxy	shallow

**G Dictation**

Name \_\_\_\_\_

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

1. Do you imagine the captain will have the cavalry abandon the area?
2. The alligator lay on his abdomen in the shallow water.
3. Will you help me calculate the actual calories I have eaten today?

**H Proofreading**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**.

- |                                  |                                       |                                     |
|----------------------------------|---------------------------------------|-------------------------------------|
| 1. <input type="radio"/> abandon | 5. <input type="radio"/> channel      | 9. <input type="radio"/> morale     |
| <input type="radio"/> capsule    | <input type="radio"/> abanden         | <input type="radio"/> challenge     |
| <input type="radio"/> galery     | <input type="radio"/> diameter        | <input type="radio"/> balance       |
| <input type="radio"/> no mistake | <input type="radio"/> no mistake      | <input type="radio"/> no mistake    |
| 2. <input type="radio"/> morral  | 6. <input type="radio"/> analysis     | 10. <input type="radio"/> brackits  |
| <input type="radio"/> abdomen    | <input type="radio"/> gallery         | <input type="radio"/> imagine       |
| <input type="radio"/> captain    | <input type="radio"/> alligator       | <input type="radio"/> calcium       |
| <input type="radio"/> no mistake | <input type="radio"/> no mistake      | <input type="radio"/> no mistake    |
| 3. <input type="radio"/> actual  | 7. <input type="radio"/> ancester     | 11. <input type="radio"/> allfalffa |
| <input type="radio"/> calculate  | <input type="radio"/> shallow         | <input type="radio"/> brackets      |
| <input type="radio"/> chanell    | <input type="radio"/> challenge       | <input type="radio"/> galaxy        |
| <input type="radio"/> no mistake | <input type="radio"/> no mistake      | <input type="radio"/> no mistake    |
| 4. <input type="radio"/> alfalfa | 8. <input type="radio"/> contaminated | 12. <input type="radio"/> cavilry   |
| <input type="radio"/> italics    | <input type="radio"/> ancestor        | <input type="radio"/> calorie       |
| <input type="radio"/> cavalry    | <input type="radio"/> captin          | <input type="radio"/> analysis      |
| <input type="radio"/> no mistake | <input type="radio"/> no mistake      | <input type="radio"/> no mistake    |

9

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.)

Words with /a/

Lesson 1

2

**Proofreading**

Familiarize students with standardized test format and reinforce recognizing 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**.

Day 4

Lesson

1



3

Hide and Seek

Reinforce correct spelling of current words. Repeat this activity from Day 2.

4

Vocabulary Extension

Have your students complete this activity to strengthen spelling ability and expand vocabulary. The reproducible master is shown on the inset page to the right.

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

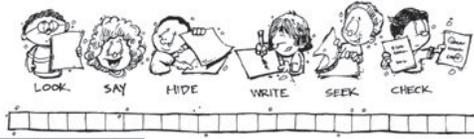
Students may add any words they have misspelled to their personal dictionaries for reference when writing. (Cover in Appendix B.)

1. abdomen
2. contaminated
3. analysis
4. diameter
5. calorie
6. calcium
7. alligator
8. channel
9. alfalfa
10. imagine
11. galaxy
12. actual
13. challenge
14. calculate
15. ancestor
16. balance
17. capsule
18. brackets
19. italics
20. cavalry
21. morale
22. gallery
23. abandon
24. captain
25. shallow

In the accident, Matthew did not injure his **abdomen** or torso.  
 The wound was not **contaminated** as the doctors and nurses wore gloves.  
 After careful **analysis**, the surgeon decided Matthew's arm must be amputated.  
 Later the doctor will take precise measurements for the **diameter** of a prosthesis.  
 "Eat all your breakfast!" said Matthew's mom. "You'll need every **calorie**!"  
 "There's extra **calcium** in this orange juice," Matthew noticed.  
 Alex takes his talking **alligator** everywhere with him.  
 Matthew's mom scanned the radio frequency for a clearer **channel**.  
 "Emily, help me remember to buy **alfalfa** sprouts for our salad," she requested.  
 Matthew had tried over and over to **imagine** his classmates' reactions.  
 He thought he might feel better if he were a **galaxy** away right about now.  
 He was sure that he felt an **actual** knot twisting in his stomach.  
 Facing the first day of school was a big **challenge** for him.  
 He tried to **calculate** his arrival in the classroom so he would not be last.  
 "It seems I had an **ancestor** that lost an appendage," Thorny recalled.  
 Matthew tried to **balance** his books on his knee as he drank from the fountain.  
 He was glad he did not have to take a **capsule** for pain anymore.  
 Matthew found writing **brackets** around the numbers in the math problem difficult.  
 Mr. Harper showed the class several uses for **italics** in their personal writing.  
 Mrs. Harper pointed out the difference between **cavalry** and foot soldiers.  
 The class discussed the general's duty to keep up the **morale** of his men.  
 Mr. Harper added several of the students' drawings to the class art **gallery**.  
 He was worried his friends would **abandon** him on the playground.  
 "Will you be our team **captain**?" asked Tony with an encouraging smile.  
 Matthew was thankful his friendships with his classmates were not **shallow**.

Hide and Seek

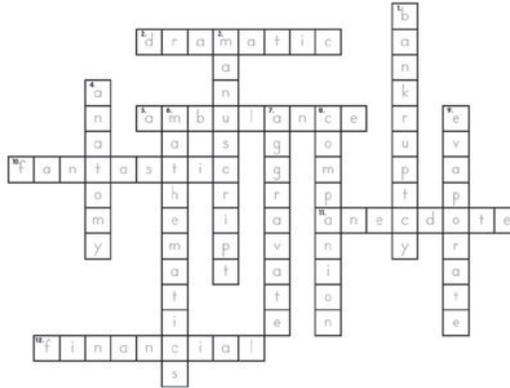
Play Hide and Seek with your words. Fill in a bar graph (left to right) for each word you spell correctly.



Vocabulary Extension

Crossword Puzzle

Use the clues below to complete the puzzle.



Down

1. financial disaster
3. parchment scroll
4. structure of the body
6. arithmetic
7. irritate, annoy
8. buddy, friend
9. vaporize and disappear

Across

2. sensational and exciting
5. emergency medical vehicle
10. ridiculous and extravagant
11. amusing story
12. having to do with money

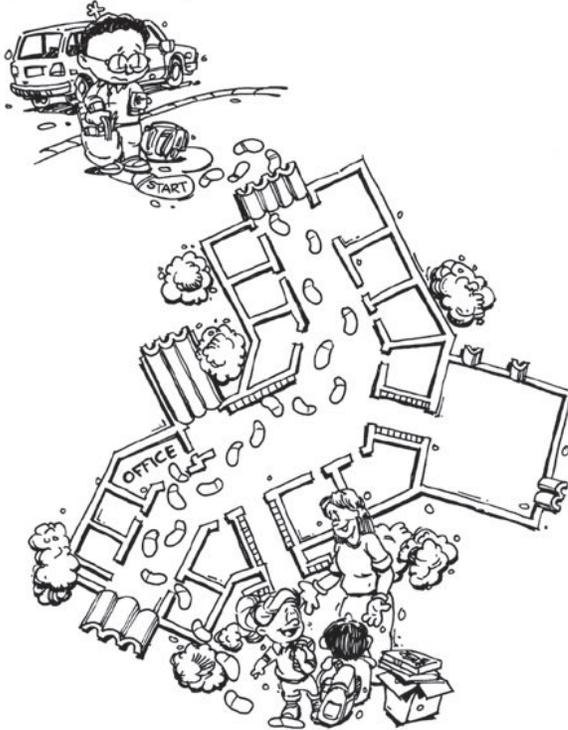
Word Bank

- |           |            |           |             |
|-----------|------------|-----------|-------------|
| aggravate | anecdote   | dramatic  | financial   |
| ambulance | bankruptcy | evaporate | manuscript  |
| anatomy   | companion  | fantastic | mathematics |

**I Game**

Name \_\_\_\_\_

Go with Matthew to his classroom on the first day of school. Move one space for each word you or your team spells correctly from this week's word list.



**Remember:** Even when circumstances change, a true friend won't!

**J Journaling**

Write in your journal about how you would feel if your hand was amputated. How do you think your closest friends would react? What do you think would change about your friendships? What would be the same? Do you think there would be awkward moments?



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.
- The team to reach the classroom 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. abandon
2. abdomen
3. actual
4. alfalfa
5. alligator
6. analysis
7. ancestor
8. balance
9. brackets
10. calcium
11. calculate
12. calorie
13. capsule
14. captain
15. cavalry
16. challenge
17. channel
18. contaminated
19. diameter
20. galaxy
21. gallery
22. imagine
23. italics
24. morale
25. shallow

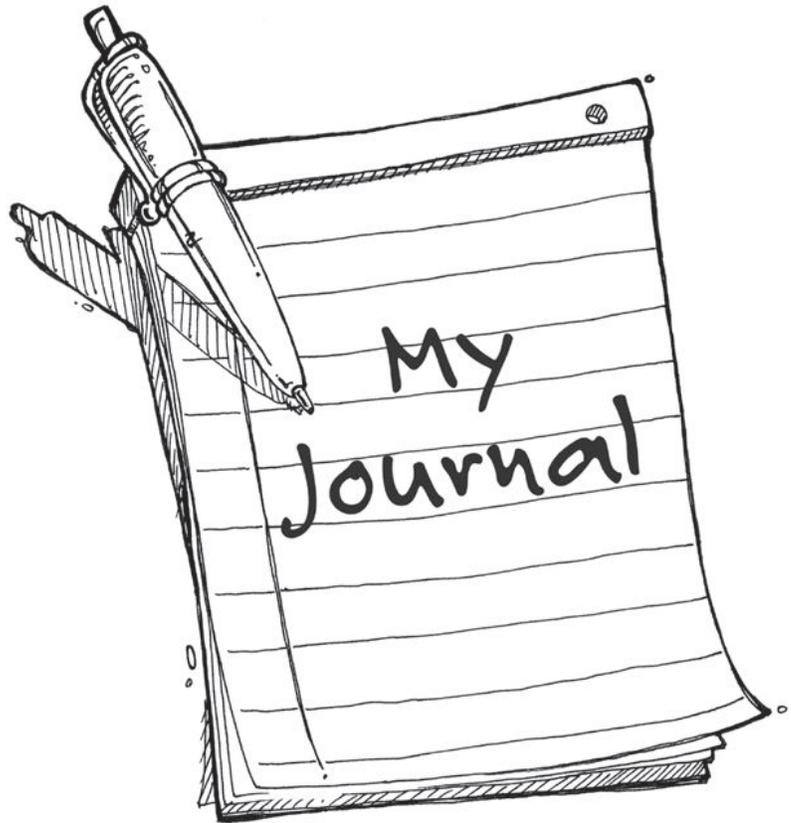
**3 Journaling**

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

- Why was Matthew worried about the first day of school? (Many of his classmates had not seen him since his hand had been amputated. He was concerned about their reaction.)
- How did his friends react? (Many different ways. Stephen joked and acted normal. Thorny knew all the facts. Laney had done some research on the internet about the accident and prosthesis. Katelynn and Beth were awkward and felt sorry for him at first.)
- How do you think you might react to a friend who became physically handicapped?
- What could you do to help your friend adjust to the new handicap? (Brainstorm with students. Some ideas might include: Be helpful but not overprotective. Continue to include him/her in activities. Talk about the handicap and its limitations at an appropriate time. Treat your friend like you would want to be treated.)



### ***Rhyming Game:***

***Definition- A Slim Smile***

***Answer- A Thin Grin***

***Definition- An Angry Boy***

***Answer- A Mad Lad***