

# Learning to be Thankful

*Beth learns to thank God for loving her no matter how she acts or feels.*

“We’re home, kids.” Mrs. Hill turned the battered pickup into the driveway. “I want you both to run straight upstairs and get your pajamas on. It’s way past your bedtime.”

“O.K. Mom.” Beth lifted her head from the cool glass of the window. “I don’t like visiting Grandpa in the hospital,” she thought with a sigh. “He looks so pale and he doesn’t talk much. Mom says he’ll get well sooner if he knows how much we love and miss him, but it’s such a long ride to the hospital and I’m so sleepy!”

“Luke, did you hear me?” Mom glanced around to the back seat. “Is he already asleep, Beth?”

“Uh-huh,” Beth mumbled.

The garage door hummed open, and Mrs. Hill pulled the pickup in beside the car. “Be sure to take your soccer ball and shin guards into the house with you, Beth,” Mom warned. “Daddy needs the pickup tomorrow and you have practice right after school.”

Beth started stuffing things into her backpack as Mrs. Hill walked around the pickup to help Luke. “And don’t forget your spelling book there on the floor,” Mom prodded, picking up the droopy little boy.

“I can’t carry it all, Mom!” Beth frowned. “Can’t you get it?”

“Luke is all I can carry, Sweetheart. You’ll have to come back out and get it yourself.”

“I’m too tired,” Beth whined. “I can’t . . .” But Mom was already walking toward the house, Luke’s head resting softly on her shoulder. “She always has time to help Luke,” Beth grumbled, picking up the book. “He’s not the only one that’s tired! He doesn’t even have to get up and go to school.”

Later that night, as Beth snuggled between the warm flannel sheets, Mom peeked in to say good night. “Love you, Bethy. See you in the morning.” Beth rolled over and didn’t answer.

It seemed she had just fallen asleep when Daddy was gently shaking her shoulder. “Time to get up, Beth,” he said. “Mom put clothes out for you, and breakfast is almost ready. You have 15 minutes.”

Beth rubbed her eyes and crawled slowly out of bed. She was still so sleepy! A neatly-pressed jumper lay across the foot of her bed. “Mom!” she shouted from the door of her room, “Do I have to wear a dress?”

“Your jeans are in the dryer, but they’re not dry yet,” Mom answered from the kitchen. “I thought you liked that dress.” Without a word, Beth grumpily pulled the jumper over her head, and clomped down the stairs and into the kitchen.

“Here Sweetheart,” Mrs. Hill set a pan back on the stove. “Let me do your hair before Luke and Daddy come in.”

“Are we still out of granola?” Beth glared at the oatmeal in the pan.

“I’m afraid so,” Mom nodded. “I didn’t have time to go to the store yesterday, because I had to feed Grandpa and Grandma’s horses.”

“OUCH!” Beth winced as Mom pulled her blond hair back into a pony tail. “I want short hair like Luke’s. No one ever pulls the little hairs at the back of his neck every morning!”

“It was your choice, Bethy.” Mom fastened the bright blue bow. “You said you wanted it long so we wouldn’t have to use the blow dryer to style it every morning.”

“I changed my mind,” mumbled Beth.

Beth was still tired and grumpy when Mrs. Hill dropped her off at school 30 minutes later. As she entered the classroom, her best friend Katelynn called to her from across the room. “Come see the baby snapping turtle Tony found in his pond yesterday!”

Beth shook her head and walked directly to her desk. She ignored the hurt look on Katelynn’s face and surprise on Tony’s as she plopped her backpack down and pulled out her spelling book. Katelynn started toward her, but was stopped by the sound of the bell.

“Everyone to your seats, please.” Miss Grant opened her roll book and looked around the room. “Katelynn, please choose someone to help you pass out the spelling books.” Katelynn grabbed the bright tub full of workbooks and walked to where Beth was sitting with her head on her desk. “Want to help me pass these out, Beth?”

“Get someone else,” Beth frowned. “I don’t feel like it.”

Katelynn looked surprised, then motioned for Tony to help. “What’s wrong with Beth?” Tony whispered, handing Christopher his workbook.

“Got me,” Katelynn shrugged.

Miss Grant began the day’s lesson with Psalm 136:1. “Oh, give thanks to the Lord, for He is good,” Miss Grant said the verse aloud as she wrote it on the board. “Raise your hand if you’d like to share with the class what you think that means. Kristin?”

“We should say thank-you when we pray,” Kristin said.

“What do you think, Matthew?”

Matthew smiled. “I need to thank God for my new mountain bike!”

“I’m thankful for my house,” Christopher added.

“Rosa, do you want to add something to our list?”

“I need to thank Him for my Grandpa Joe,” said Rosa. “He just put a door on our treehouse yesterday so we can sleep

up there!”

“Grandpa used to help me build neat stuff in his workshop,” Beth thought with a frown. “Now he’s in the hospital and very sick, and I’m sure not thankful for that!” Out loud she said, “Miss Grant, my grandpa is very sick. And some kids will never get a bike or a treehouse. And some families don’t even have houses. What do they have to thank God for?”

Miss Grant looked thoughtful. “Let’s think about Beth’s question while we do our journaling page today,” she suggested, turning to the board. “In your spelling workbook, it says: Dear God, Thanks for (blank). Love, (blank). I’d like you to put words in the first blank, and your name in the second.”

The children began to open their workbooks and get out their pencils. “Want to use my soccer pencil, Beth?” Katelynn whispered across the aisle.

Beth’s eyebrows went up in surprise. Katelynn never let anyone borrow her special soccer pencil! “Sure!” Beth reached across the aisle and her eyes met Katelynn’s. Then Katelynn gave her a big smile. “I can’t believe Katelynn is being so nice to me,” Beth thought, “especially after I’ve been so grumpy all morning!”

Suddenly she knew the answer to her own question! “I should thank God for being so good and loving me no matter how I act or feel,” Beth realized, “just like my friend, Katelynn.” Then she filled in the blanks as she whispered softly, “Dear God, thank you for your love, and thank you for Katelynn.”

**2****Discussion Time**

Check understanding of the story and development of personal values.

- Why did Beth feel grumpy and tired?
- When was the last time you acted grumpy and tired? Why?
- Do you think God loves you when you feel that way?
- What are you thankful for?
- Have you stopped to thank God for loving you no matter how you feel or act?

## A Preview

Write each word as your teacher says it.

1. man

2. at

3. can

4. ran

5. dad

6. cat

7. an

Name \_\_\_\_\_



Words With /a/

Lesson  
**1**

### Challenge Words

☆ thank

☆ add

☆ ask

### Scripture

Psalms 136:1

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## Challenge



For better spellers, challenge words may be included in the weekly list. Challenge words are starred.

## Correct Immediately!



Let's correct our preview. I will write each word on the board. Put a dot under each letter on your preview as I spell the word out loud. If you spelled a word wrong, rewrite it correctly.

## Progress Chart



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



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



Read the memory verse to the class twice. Have the class practice it with you two more times.

Day 1

Lesson

**1**

**3**

## Preview

Test for knowledge of the correct spellings of these words. (See the instructions at the top right for challenge words.)



I will say the word once, use the word in a sentence, then say the word again. Write the word on the lines in the workbook.

- |         |  |
|---------|--|
| 1. man  | A <b>man</b> drove the truck.                    |
| 2. at   | Beth visited her Grandpa <b>at</b> the hospital. |
| 3. can  | God <b>can</b> help you.                         |
| 4. ran  | The horse <b>ran</b> very fast.                  |
| 5. dad  | Beth's <b>dad</b> said it was time to get up.    |
| 6. cat  | The <b>cat</b> is purring.                       |
| 7. an   | I want <b>an</b> apple.                          |
| ☆ thank | Beth will <b>thank</b> God for Katelynn.         |
| ☆ add   | Mother will <b>add</b> some milk.                |
| ☆ ask   | Beth will <b>ask</b> for help.                   |

# 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.

(In many words /a/ is spelled with **a**, and it is often spelled this way when it is at the beginning or in the middle of a word.)



In the word shape boxes, color the letter that spells the sound of /a/ in each word. Circle the words that begin with the sound of /a/.



### Challenge

Draw the correctly shaped box around each letter in these words.



On a separate piece of paper, write more words that contain one of the spelling patterns in the word list. See how many words you can write.



### 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!

## B Word Shapes

Name \_\_\_\_\_

Write each word in the correct word shape boxes. Next, in the word shape boxes, color the letter that spells the sound of /a/ in each word. Circle the words that begin with the sound of /a/.

Words With /a/

Lesson 1

1. an



2. man



3. ran



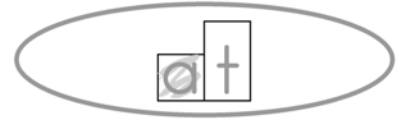
4. can



5. cat



6. at



7. dad



### Challenge

Draw the correct word shape boxes around each word.

thank

add

ask

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Answers may vary for duplicate word shapes.

### General

- Crayons
- 3 x 5 Cards cut in thirds (19 pieces per child)
- 3 x 5 Cards cut in thirds (11 more pieces for challenge words)
- Glue
- Construction Paper (about 3 pieces per child)
- Spelling List

### Auditory

- Spelling List

### Visual

- Sidewalk Chalk
- Spelling List

### Tactile

- Damp Sand (in plastic storage box with lid)
- Spelling List

### C Hide and Seek

Name \_\_\_\_\_

Circle a cookie for each word you spell correctly.



### D Other Word Forms

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

- |        |          |
|--------|----------|
| added  | daddy    |
| adding | men      |
| asked  | run      |
| asking | running  |
| cans   | thankful |
| cats   | thanks   |

### E Fun Ways to Spell

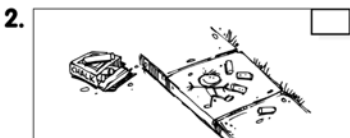
Initial the box of each activity you finish.



Spell your words with crayons.



Spell your words out loud.



Spell your words with sidewalk chalk.



Spell your words in wet sand.

Words With /a/

Lesson 1

## 1 Hide and Seek

Reinforce correct spelling of current spelling words.

Write the words one at a time on the board. Use this activity for each word.



- **Look** at the word.
- **Say** the word out loud.
- Let's **hide** (cover) the word.
- **Write** the word on your paper.
- Let's **seek** (uncover) the word.
- **Check** your spelling. If your word is spelled wrong, write the word correctly next to it.

## 2 Other Word Forms

This activity is optional.

Have students find and circle the Other Word Forms that show action.

## 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.

Day 2

Lesson

1

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### Options:

- assign activities to students according to their learning styles
- set up the activities in learning centers for 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 with crayons...
- Write each letter of your spelling word on a card.
  - Glue the cards on a sheet of paper in the right order to spell your words.
  - Check your spelling.

#### Auditory

- To spell your words out loud...
- Have your classmate read a spelling word.
  - Say a sentence with that spelling word to your classmate.
  - Spell the spelling word you used in that sentence to your classmate.
  - Ask your classmate to check your spelling.
  - Do this with each word on your word list.

#### Visual

- To spell your words with sidewalk chalk...
- Write each of your words on the sidewalk (ball court or playground).
  - Check your spelling.

#### Tactile

- To spell your words in wet sand...
- Use your finger to write a spelling word in the wet sand.
  - Check your spelling.
  - Smooth the sand with your finger and write another word.

Familiarize students with word meaning and usage. Write the letters **nda** on the board. Help the students understand that the scrambled letters **nda** spell the word **and** when they are arranged correctly. Guide the students in ordering the letters to spell **and**.

Unscramble the letters to make a spelling word. Write the word on the line.



## F Word Scramble

Name \_\_\_\_\_

Unscramble the letters to make a spelling word. Write the word on the line.

Words With /a/

Lesson  
1

## Word Bank

an ran cat dad ☆ add  
man can at ☆ thank ☆ ask

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Take a minute  
to memorize...



Read the memory verse to the class twice. Have the class practice it with you two more times.

**G Dictation**

Name \_\_\_\_\_

Listen and write the missing words.

1. That man is  
my dad.

2. Apples can be red.

3. My cat ran  
away.

**H Proofreading**

One word in each pair is misspelled. Fill in the oval by the misspelled word.



- |                              |                              |                              |
|------------------------------|------------------------------|------------------------------|
| 1. <input type="radio"/> aan | 4. <input type="radio"/> kan | ☆ <input type="radio"/> thak |
| <input type="radio"/> man    | <input type="radio"/> an     | <input type="radio"/> ran    |
| 2. <input type="radio"/> ran | 5. <input type="radio"/> dad | ☆ <input type="radio"/> cat  |
| <input type="radio"/> bab    | <input type="radio"/> kat    | <input type="radio"/> aks    |
| 3. <input type="radio"/> mna | 6. <input type="radio"/> att | ☆ <input type="radio"/> abb  |
| <input type="radio"/> at     | <input type="radio"/> can    | <input type="radio"/> ask    |

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Words With /a/

Lesson 1

1

**Dictation**

Reinforce correct spelling by using current and previous words in context.



Listen as I read each sentence and then write the missing words in your workbook. (Slowly read each sentence twice. Sentences are found in the student text to the left.)

**Challenge**

Write these incomplete sentences on the board.

The \_\_\_ said \_\_\_ you.

You \_\_\_ these numbers.

Tommy will \_\_\_ his \_\_\_.



Listen as I read each sentence. Write the sentence on your paper. (Slowly read each sentence twice.)

The man said thank you.

You can add these numbers.

Tommy will ask his dad.

2

**Proofreading**

Familiarize students with standardized test format and reinforce recognition of misspelled words.



Look at each set of words. One word in each set is misspelled. Fill in the oval by the misspelled word. (You may wish to pronounce each pair of words to help students correctly identify them.)

Day 4

Lesson

1





**I Game**

Name \_\_\_\_\_

Beth left her spelling book in the truck. Lead the way by moving one space each time you or your team spells a word correctly from this week's word list.



**Remember :** God is good. He loves us even when we're not lovable.

**J Journaling**

In your journal, finish this thank-you letter to God.  
Dear God, Thanks for \_\_\_\_\_.  
Love, \_\_\_\_\_ (Remember to sign your name!)



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**How to Play:**

- Divide the class into two teams, and decide which team will go first.
- Have each student place his/her game piece on Start.
- Have a student from team A go to the board.
- Read the spelling word two times slowly and clearly. (You may also wish to use the word in a sentence. Ex.: "cat — The cat climbed a tree. — cat")
- Have the student write the word on the board.
- If the word is spelled correctly, instruct all the members of team A to move their game pieces forward one space on the game board. (Note: If the word is misspelled, correct the spelling immediately before continuing the game.)
- Alternate between teams A and B as you go down the word list.
- The team to reach the truck first is the winner.

**Non-Competitive Option:**

At the end of the game, say: "Class, I am proud of your efforts to spell the words correctly. If you had fun and tried your best, you are all winners!"

**2 Game**

Reinforce spelling skills and provide motivation and interest.

**Materials**

- game page (from student text)
- flat buttons, dry beans, pennies, or game discs (1 per child)
- game word list

**Game Word List**

Use of challenge words is optional.

1. an
2. man
3. ran
4. can
5. cat
6. at
7. dad
- ☆ thank
- ☆ add
- ☆ ask

**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.

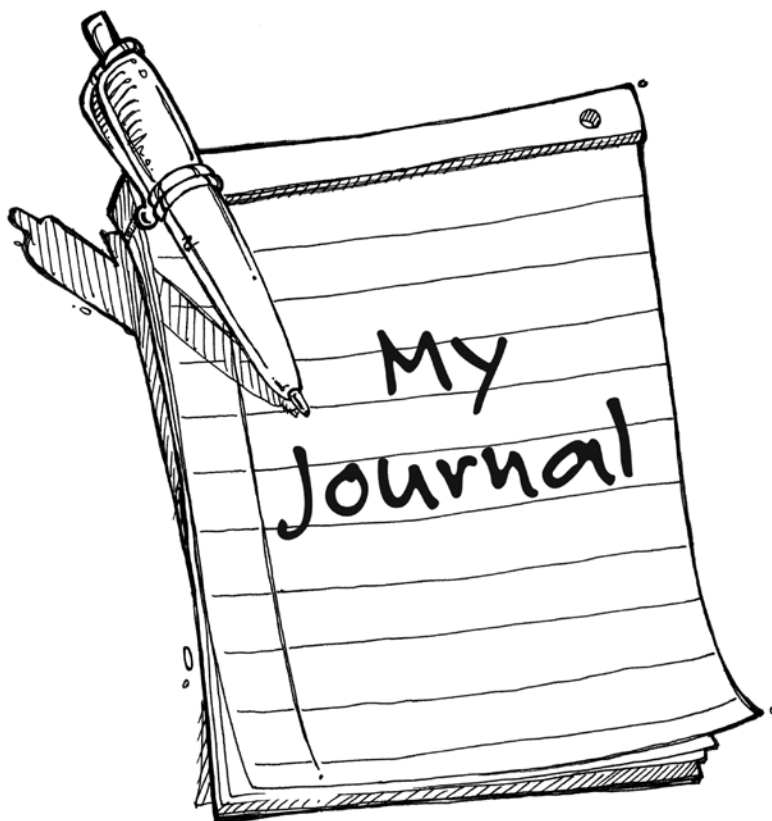
**Take a minute to memorize...**

Have the class say the memory verse with you once.

## Journaling (continued)

Say

- How did Beth feel when she came to school? (grumpy and tired)
- Who helped Beth decide she should be thankful? (Miss Grant by talking about the Scripture and Katelynn because she was kind to Beth even though Beth was grumpy and tired.)
- Our text says “Oh, give thanks to the Lord, for He is good.” Why was Beth feeling thankful by the end of the story? (Beth realized that even when she wasn’t lovable Katelynn was still her friend.)
- Think of some things you are thankful for.
- Finish a thank-you letter to God in your journal today.



***“A baby learns to talk by talking. A child learns to spell by spelling.”\****

\*Wilde, Sandra. 1990. A Proposal for a New Spelling Curriculum. The Elementary School Journal, Vol. 90, No. 3, January: 275-289.