

## ***JESUS PROVIDED FOOD FOR 4000 PEOPLE***

**English Theme:** Food

**Reading:** Matthew 15:29-39. The *italicized bold* questions are in the students' reading books.

**Objective:** His power is evidence that Jesus is God.

Reading lessons have two levels -  
beginning readers and advanced readers.

### I. Reading for Beginning Readers

#### A. Opening Discussion and Conversation

1. Using a map, show your students where the day's reading lesson occurred – near the sea of Galilee, probably near the north shore (See 15:21 and 29). A map is in the appendix of this book.
2. Show your class pictures of some of the items named in this account from Jesus' life. Ask your students to name them in English. Show pictures of bread, fish, the number '7' (show seven small loaves of bread and count them), men, women, children, the number 4000, baskets. Pictures are at the end of this chapter. Print the correct word under each picture. Mount the pictures on the wall.
3. Some vocabulary words should be taught to introduce the reading. You can use these multiple-choice exercises to begin teaching these words.  
*A follower* = \_\_\_\_\_. (a. Teacher; b. Student; c. Worker; d. Brother) (Using an 'equal sign' does not require you to teach more vocabulary than is needed. This will be a symbol your students will recognize.)  
*The ground* = \_\_\_\_\_. (a. Bed and chair; b. Wall and floor; c. Chair and table; d. Grass and dirt)  
*Healed* = \_\_\_\_\_. (a. Made not sick; b. Talked to; c. Looked at; d. Gave money)  
*Pity* = \_\_\_\_\_. (a. Anger; b. Like; c. Know; d. Feel sorry for)  
*Few* = \_\_\_\_\_. (a. 2; b. 100; c. Not many; d. 0.)  
*Hungry* = \_\_\_\_\_. (a. Want sleep; b. Want water; c. Want clothes; d. Want food)

#### B. Class Reading

1. Begin by letting your translator or a good student read the text from the New Testament in your students' first language. Read only Matthew 15:32-37. As your translator comes to each of the words for which you have a picture of a vocabulary word, ask him or her to point to the English word below the picture.
2. Teach the story to your students using the simple English sentences shown below.
  - a. Write the sentence on your white-board.
  - b. Dramatize or demonstrate the sentence while you read it aloud in English.
  - c. Read the sentence with your students.
  - d. Write the next sentence, read it, act it out, read it with your class again.
  - e. Proceed through all the sentences of the story.
  - f. Read all the sentences in unison with the class.

Don't be afraid to 'ham it up' a bit while dramatizing the sentences – wear a costume, use props, add your own dialog and actions.

Simplified text of Matthew 15:32-37

1. *Jesus healed sick people for three days.* (This sentence is from verses 29-31.)

2. *Jesus said, "The people are very hungry."*

3. *Jesus' followers said, "We have seven rolls of bread and fish."*

4. *All the people sat on the ground.*

5. *Jesus took the bread and fish.*

6. *Jesus broke the bread and fish.*

7. *4000 men ate the bread and fish.*

8. *Women and children ate the bread and fish.*

9. *All the people were full.*

10. *Seven baskets of bread and fish were not eaten.*

3. After you have taught the sentences and acted them out, assign different students to play the various parts of the story while it is read from the simple sentences. If possible, have costumes and props available for them.

### C. Do You Know?

1. What is Wrong?

Check your students' comprehension by giving them the following sentences to correct. These sentences are in the students' reading books. Write each sentence on your white-board, asking a student to read it aloud and correct it. Give students time to write the corrected sentences in their own books. Several sentences have more than one mistake.

a. *Jesus healed sick people for four days.*

b. *Jesus said, "The people are very big."*

c. *Jesus said, "We have four birds and fish."*

d. *All the people sat on chairs.*

e. *Jesus saw the bread and butter.*

f. *Jesus ate the bread and fish.*

g. *400 men sat on the bread and fish.*

h. *The bread and fish ate women and children.*

i. *All the people were fat.*

j. *Seven pails of bread and fish were not eaten.*

2. Get in Order

Make enough photocopies of the 'Get in Order' review at the end of this lesson so that each pair of students will have complete set of text boxes. Cut the rectangles of text into individual boxes.

Give each student or pair of students a complete set of text boxes. Ask students to arrange the boxes in correct order to retell the story. Let them check with each other to see if their order is correct. When all are finished, read the text again as given in this review.

3. Same? Different? Compare Texts

If they are able, let students work in pairs to compare the ten sentences of the simplified version of the text provided in this lesson with the account as given in their New Testaments. Show them where to find the text in their New Testaments.

Can they find five differences and five similarities between the NT text and their reading book text? They should write these differences and similarities in their books, then tell the rest of the class the differences they found.

4. Matching Halves

The matching halves review at the end of this lesson is in the students' books. If you are not using student books, photocopy as needed. Break the class up into groups of two or three for this review. When all have finished, bring the class back together and ask different students to each read one completed sentence.

5. Crossword Puzzle

The crossword puzzle review at the end of this lesson is in the students' books. If you are not using student books, photocopy as needed.

D. Thinking About What We Have Read

Use this part to reinforce the lesson objective: *His power is evidence that Jesus is God.*

1. **What Does This Reading Teach Us?**

Write this multiple-choice question and possible answers on your white-board. This question is also in the students' reading books.

(Correct answers are *a* and *e*.)

- a. ***Jesus showed his power to many people.***
- b. ***People eat fish and bread.***
- c. ***4000 men ate many fish and bread.***
- d. ***Sit on the ground when you eat.***
- e. ***God showed his love to many people.***

2. Ask one or more of the following questions. Write them on your white-board. Use a translator if necessary.

- a. The people followed Jesus so that he would cure their sicknesses. How did they know Jesus could heal them? (You can go back to Matthew 12:9-20)
- b. Verse 31 says, "All the people wondered." What does that mean? What did they wonder about?
- c. The crowd had been with Jesus for three days. When they got hungry, why didn't they go home?
- d. When Jesus saw that the people were hungry, why didn't he just tell them to go home and eat?
- e. Other than Jesus' power, what else do we learn about Jesus?

3. If you will not have a separate conversation class, use some of the conversation class follow-up questions to reinforce the objective of this reading lesson.

## II. Reading for Advanced Readers

A. Opening Discussion and Conversation

- 1. Ask one or more of the following questions.
  - a. Who does the food-shopping in your family?
  - b. Tell us about a trip to the market. What do you buy? What does food cost?
  - c. If you were to prepare a special meal for friends visiting from another country, what would it be?
  - d. Would you rather eat at home or in a restaurant? Why?

- e. What kinds of restaurants are in your city or neighborhood? Is the food good? How often do you eat at restaurants?
  - f. What is your favorite restaurant and why?
2. Tell your students, “Today we will be reading more about Jesus. Jesus was working and teaching near the Sea of Galilee. During his work he prepared dinner for some people.” (*Locate Galilee on the map in the appendix. This will help make the event real by putting it in a real place.*)

#### B. Jigsaw Reading Activity

This reading activity treats the text like a jigsaw puzzle. The text has been divided into several pieces at the end of this lesson. Make photocopies of the text (p. 37) and cut them into 15 rectangles, one complete set of ‘puzzle pieces’ for each pair of students you will have in class. Be sure to make straight cuts so that students can’t use the irregular shape of the pieces to put the puzzle together.

Depending on the English level of your class, you may want to read the text through first in English, but it should not be necessary. There are enough clues in the ‘puzzle pieces’ so that students can put them in order without have pre-read the text. Advise your students to look for the clues that will help them put the sentences in the correct order. Some clues are quotation marks, incomplete sentences, objects of prepositions and compound verbs.

Divide your class into groups of two or three. Groups of two are best. Groups of three are acceptable, but definitely not more than three in a group – it will be difficult for all students to see the puzzle pieces. Let each group move to a place away from the rest of the class. Give each group a complete set of puzzle pieces. Give the class 10 to 15 minutes to put the pieces together to tell the story in the correct order. The groups should end up with a line of 15 pieces. Ask them to number the pieces. Piece number 1 is already labeled.

After all groups are finished, bring the class back together and ask different groups to tell what ‘puzzle piece’ is first, second, etc. Point out to the class the clues showing the order of the sentences.

#### C. Class Reading

1. When all students have the text in the correct order, turn to the text in your New Testaments (Give your students the page number) and read it in unison. Students may notice that the puzzle text and the New Testament text are not identical. There may be some new vocabulary in the text. Ask students if there are any unfamiliar words in the reading. If no one asks about the vocabulary, ask several students to explain the meaning of potentially difficult words.
2. For the second reading, let students take turns reading aloud, each reading one verse or sentence.

#### D. Test Your Understanding

1. After the reading, ask different students to answer some or all of the following questions. The questions are in their books under the heading ‘Test Your Understanding’.

- a. *Where is Jesus during this event?*
- b. *Why did people follow Jesus up the mountain?*
- c. *What different sicknesses does Matthew name?* (You can teach some vocabulary here related to sicknesses – can't walk = lame or crippled, can't see = blind, etc.).
- d. *For how long were the people with Jesus on the mountain?*
- e. *Why didn't the people have enough food to eat?*
- f. *Why didn't Jesus want to send the people home?*
- g. *How much food did Jesus' followers have?*
- h. *What did Jesus do with the food?* (To whom did he give thanks? Why?)
- i. *How much food did each person get?*
- j. *What different groups of people are in this story?* (Jesus; the sick; those who brought them, and Jesus' followers – probably seven followers as traditionally the servers collected the 'leftovers'.)

2. Compare Texts

Mark 8:1-9 tells of the same event in Jesus' life as Matthew does in 15:32-39. Turn to both of these passages and ask your students, working in groups of two or three (no more, and no one working alone), to make a chart in their books of similarities and differences between the two accounts. For example, both accounts say Jesus had pity on the people. Matthew says 4000 men ate, plus women and children, but Mark does not say men. Ask your students find other differences and similarities? If Mark and Matthew are describing the same event why are there differences?

3. Matching Halves Review

The matching halves review at the end of this lesson is in the student books. If you are not using student books, photocopy as needed. Break the class up into groups of two or three for this review.

4. Word-search Review

The word-search review at the end of this lesson is in the students' books. If you are not using student books, photocopy as needed. Break the class up into groups of two or three for this review.

5. Drama

This event in Jesus' life would be a good one to put in drama form. Assign roles to your students, let them make up appropriate dialog and put on the drama for themselves, then for another class or group activity.

E. Thinking About What We Have Read

Use this part to reinforce the lesson objective: *His power is evidence that Jesus is God.*

1. Ask one or more of the following questions. Write them on your white-board.
  - a. The people followed Jesus so that he would cure their sicknesses. How did they know Jesus could heal them? (You can go back to Matthew 12:9-20 to show other works Jesus had done.)
  - b. Verse 31 says, "All the people wondered." What does that mean? Wondered about what?

- c. The crowd had been with Jesus for three days. When they got hungry, why didn't they go home?
  - d. When Jesus saw that the people were hungry, why didn't he just tell them to go home and eat?
  - e. Other than Jesus' power, what else do we learn about Jesus?
2. If you will not have a separate conversation class, use some of the conversation class follow-up questions to reinforce the objective of this reading lesson.

**Get in Order** pieces for beginning readers (Reading I-C, 3)

Photocopy and cut so that each student will have a complete set of pieces.

Jesus healed sick people for three days.	Jesus said, "The people are very hungry."	Jesus' followers said, "We have seven rolls of bread and fish."	All the people sat on the ground.
Jesus took the bread and fish.	Jesus broke the bread and fish.	4000 men ate the bread and fish.	Women and children ate the bread and fish.
All the people were full.	Seven baskets of bread and fish were not eaten.		

**Matching Halves** review for beginning readers, I-C, 5. Photocopy as needed for your class.

### ***JESUS PROVIDED FOOD FOR 4000 PEOPLE***

***Write the letter of the correct second half of each sentence after the first half. When finished, check your answers with the text.***

1. *Jesus healed sick people \_\_\_\_\_*
  2. *Jesus said, "The people are \_\_\_\_\_"*
  3. *Jesus' followers said, "We have \_\_\_\_\_"*
  4. *All the people sat \_\_\_\_\_*
  5. *Jesus took the \_\_\_\_\_*
  6. *Jesus broke \_\_\_\_\_*
  7. *4000 men \_\_\_\_\_*
  8. *Women and \_\_\_\_\_*
  9. *All the people \_\_\_\_\_*
  10. *Seven baskets of \_\_\_\_\_*
- a. *the bread and fish.*
  - b. *children ate the bread and fish.*
  - c. *bread and fish.*
  - d. *for three days.*
  - e. *very hungry."*
  - f. *bread and fish were not eaten.*
  - g. *seven rolls of bread and fish."*
  - h. *ate the bread and fish.*
  - i. *on the ground.*
  - j. *were full.*

## JESUS PROVIDED FOOD FOR 4000 PEOPLE

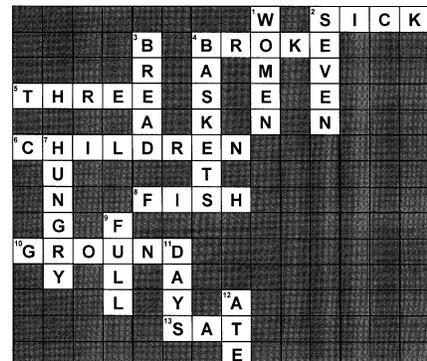
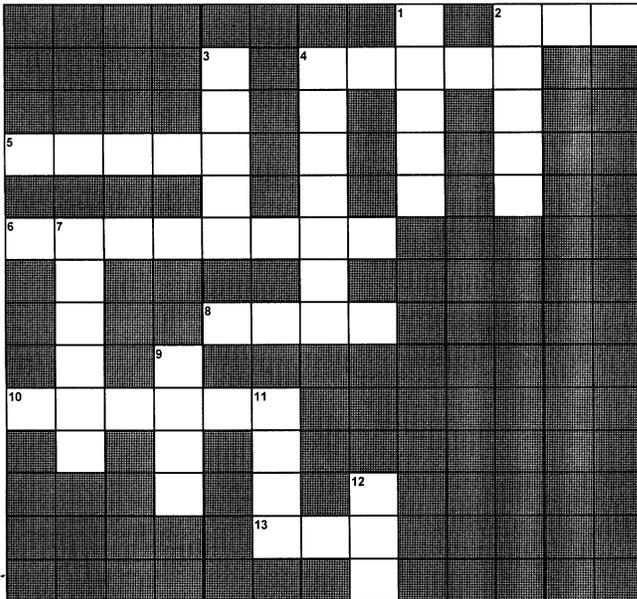
*Use the clues below to fill in the blanks of the crossword puzzle.*

Across

2. Jesus healed \_\_\_\_ people
4. Jesus \_\_\_\_ the bread and fish
5. Jesus healed for \_\_\_\_ days
6. Women and \_\_\_\_ ate the bread and fish
8. Men ate the bread and \_\_\_\_
10. They sat on the \_\_\_\_
13. They \_\_\_\_ on the ground

Down

1. \_\_\_\_ and children ate
2. \_\_\_\_ baskets of food
3. Seven rolls of \_\_\_\_
4. They put the bread in \_\_\_\_
7. If you want food you are \_\_\_\_
9. They ate until they were \_\_\_\_
11. Jesus healed for three \_\_\_\_
12. The people \_\_\_\_ the bread



**Jigsaw Reading** puzzle pieces for advanced readers (Reading II-B)

Cut this text into 15 boxes to make the 'jigsaw puzzle' pieces. Cut into fewer pieces for a low level class. Be sure to make straight cuts so that students can't use the irregular shape of the pieces to put the puzzle together.

<p>1 Jesus came to the Sea of Galilee and went up the</p>	<p>mountain. As Jesus went up, many people followed him up</p>	<p>the mountain. The people following Jesus brought those who were not</p>	<p>able to walk. They also brought those who were not able to see or hear or speak and he</p>	<p>healed them all. After healing the sick people Jesus called His followers to him and said,</p>
<p>“These people have been with me three days and they have no food. I do not want to send them home to the cities</p>	<p>without food.” After Jesus said this, his followers asked, “Where can we get enough bread to feed</p>	<p>them all in this desert?” Jesus answered their question by asking, “How many loaves of</p>	<p>bread do you have?” They answered Jesus’ question, “Seven loaves of bread and</p>	<p>a few small fish.” When he heard how much food they had, he told the people to sit down on the ground.</p>
<p>After the people sat down he took the seven loaves of bread and the fish and gave thanks. He broke them and</p>	<p>gave them to his followers. The followers gave the food to the people. They all ate and were filled. The followers</p>	<p>of Jesus picked up seven baskets full of pieces of bread and fish</p>	<p>after the people finished eating. Four thousand men ate. Women</p>	<p>and children ate also. After this Jesus sent the people away. Then he got into a boat and came to a place called Magadan.</p>

## ***JESUS PROVIDED FOOD FOR 4000 PEOPLE***

*Write the letter of the correct second half of each sentence after the first half. When finished, check your answers with the text.*

- |  |  |
|--|--|
| 1. <i>Jesus came to the Sea of Galilee _____</i>   | a. <i>sit down on the ground.</i>                |
| 2. <i>Many people followed Jesus _____</i>         | b. <i>to feed them all in this desert?</i>       |
| 3. <i>The people following Jesus brought _____</i> | c. <i>up the mountain.</i>                       |
| 4. <i>They also brought those who _____</i>        | d. <i>bread and the fish and gave thanks.</i>    |
| 5. <i>I do not want to send them _____</i>         | e. <i>ate and were filled.</i>                   |
| 6. <i>Where can we get enough bread _____</i>      | f. <i>do you have?</i>                           |
| 7. <i>How many loaves of bread _____</i>           | g. <i>them to his followers.</i>                 |
| 8. <i>He told the people to _____</i>              | h. <i>the people away.</i>                       |
| 9. <i>He took the seven loaves of _____</i>        | i. <i>those who were not able to walk.</i>       |
| 10. <i>He broke them and gave _____</i>            | j. <i>were not able to see or hear or speak.</i> |
| 11. <i>Men, women and children _____</i>           | k. <i>and went up the mountain.</i>              |
| 12. <i>After this Jesus sent _____</i>             | l. <i>home without food.</i>                     |

Word-search puzzle for advanced readers, II-D, 4.

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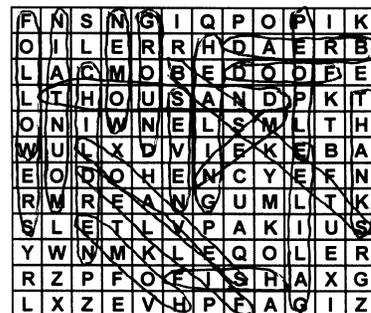
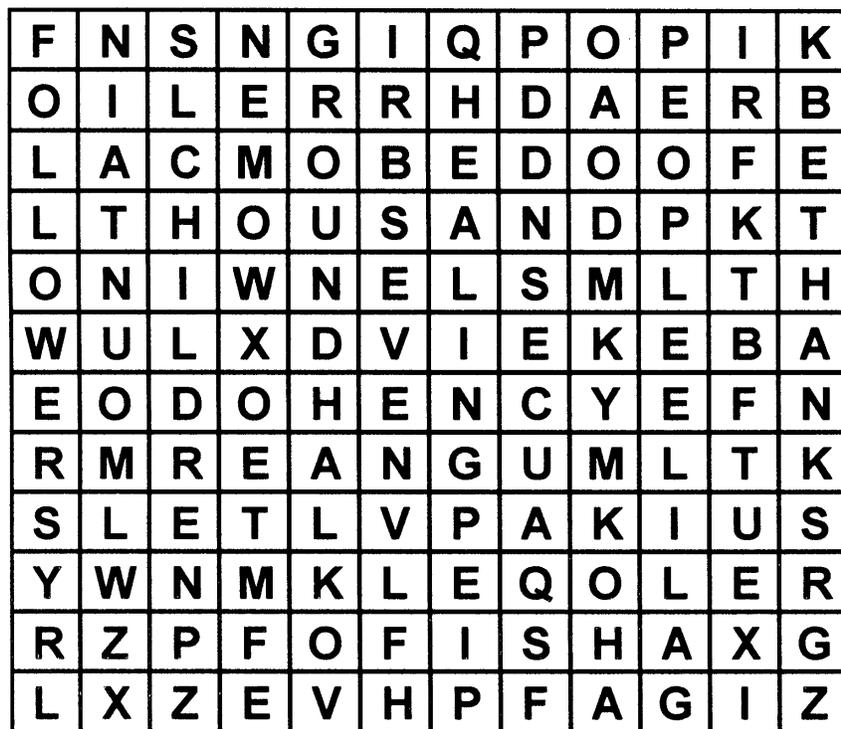
*Look for these words hidden in this puzzle.  
The words may be horizontal, vertical, diagonal or in reverse order.*

*Baskets  
Bread  
Children  
Filled  
Fish*

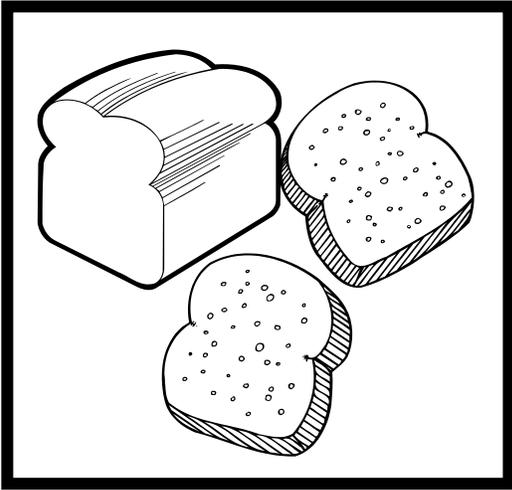
*Followers  
Food  
Galilee  
Ground  
Home*

*Healing  
Loaves  
Men  
Mountain  
People*

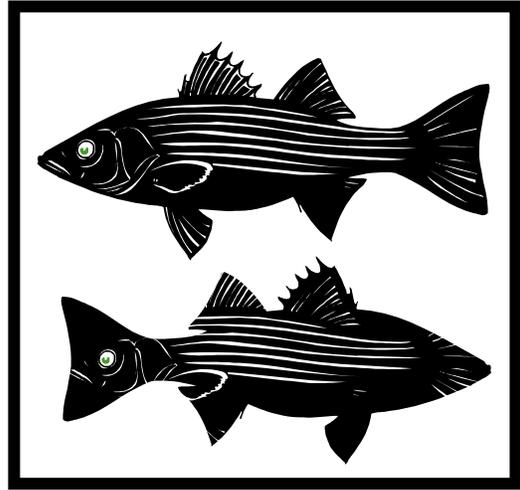
*Seven  
Thanks  
Thousand  
Women*



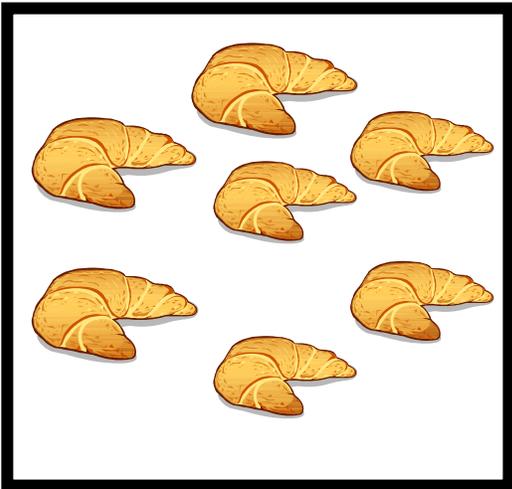
Pictures for reading for beginners opening discussion I-A, 2. Photocopy and enlarge.



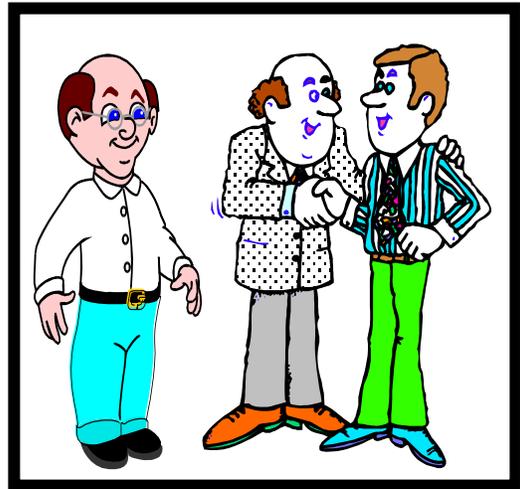
Bread



Fish



Seven (7)



Men



**Women**



**Children**

**4,000**

**Four thousand**



Baskets

**CONVERSATION FOR: *JESUS PROVIDED***  
***FOOD FOR 4000 PEOPLE***

**I. Opening**

Discuss restaurants in the students' country.

- A. Would you rather eat at home or in a restaurant? Why?
- B. What kinds of restaurants are in your city or neighborhood? Is the food good?
- C. How often do people eat at restaurants?
- D. What is your favorite restaurant and why?
- E. How often do you eat food of different countries? Which foods do you enjoy the most? Americans enjoy eating at Chinese, Japanese, Mexican and other ethnic restaurants.

**II. Transition Questions**

Use the following questions to move from discussion about food to conversation related to the Reading/Bible lesson on Jesus Provided Food for 4000 People.

- A. You are going to be away from home for three days at a place where you cannot buy food (you have no money, there are no stores). What foods would you take with you from home? Why?
- B. If you had to prepare a dinner for 100 people what would you serve them? Where would you have this dinner?
- C. In America, people often eat outside of their homes – at a park or in the backyard. We call it a picnic or a barbecue. Do you do that in your country? *Show pictures of people at a picnic.*

*If the answer to the above question is 'yes' ask questions about when it is done, what is eaten, how the food is prepared and where your students go.*

*If the answer is 'no', find out why it isn't done. What problems hinder doing it? Can you arrange for your class to have picnic?*

**III. Reading/Bible Follow-up Questions**

Use these questions to focus the students' thinking on the application of the Reading/Bible lesson to their own lives: *His power is evidence that Jesus is God.*

- A. Why did Jesus heal these people? What was he trying to show everyone?
- B. What is a miracle? How was Jesus able to do this?
- C. Do you think God still does miracles to meet the needs of people?
- D. How is God involved in providing our food?

- E. Do you think people should give thanks to God for the food he provides?
- F. If God cares about us, and can heal us, why do people get sick? Why are there people without food?