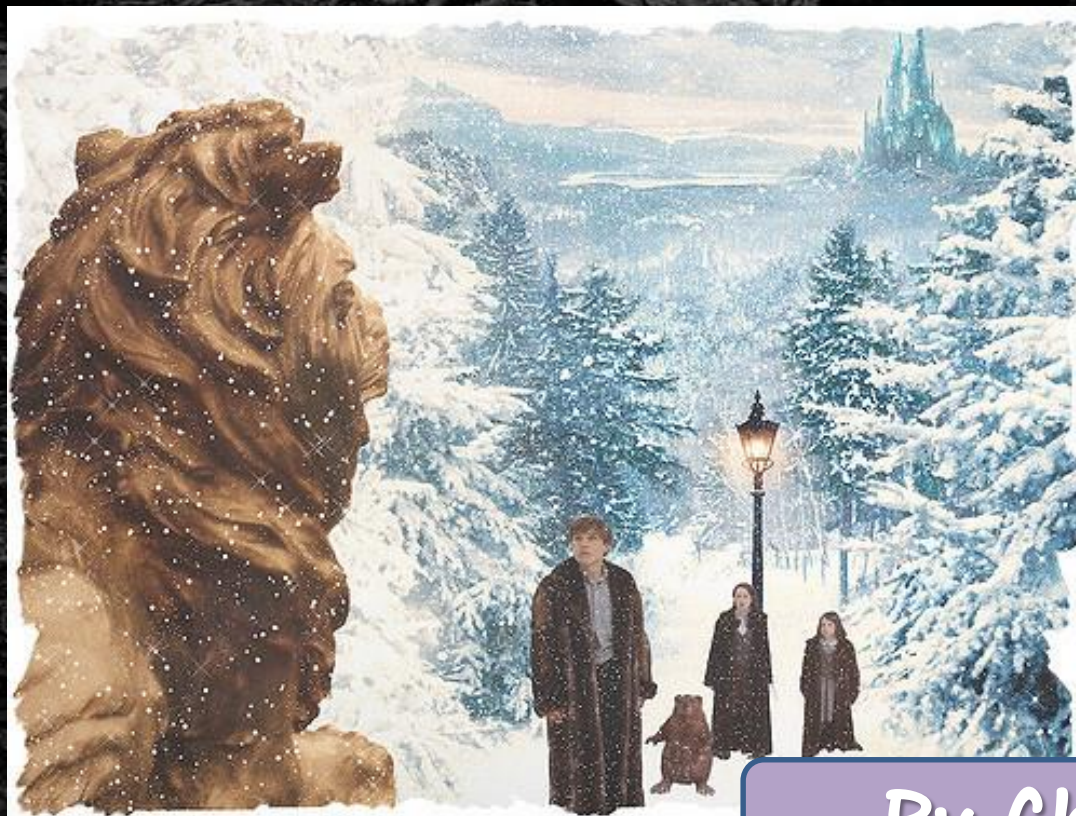


Preview

The Lion, the Witch, and the
Wardrobe
Novel Unit for Special Education



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Suggestions for Use

- I made this unit to go along with the book, *The Lion, the Witch, and the Wardrobe* by C.S. Lewis.
- The thought is that you would be reading it aloud to your class at a rate of about ½-1 chapter per day.
- Be sure to give each student their own copy of the story board (pg. 7-8) to use while reading and discussing the story.
- Benefits of reading out loud, even to classes made up of severely affected students:
 - Teaches students to sit quietly even when there isn't something for them to do. This is such an important life skill. We all have to spend time sitting and listening to someone we are not that interested in at some point.
 - Parents will LOVE you. Not only will they be excited their child is being exposed to age appropriate material, but you are teaching them how to sit quietly, which will hopefully transfer to home as well.
 - Even with your lowest level learners, you will have 1 or 2 that will truly enjoy the story.
 - It can be a calming experience to sit and listen to the teacher read in a methodical way.

- For students who need more structure, place the number of post-it notes in front of him/her that corresponds to the number of pages you intend to read. Remove a post-it as you finish each page. The visual will help lessen their anxiety.
- As you finish each chapter, there is an activity for your students to complete.
- Differentiation:
 - For any activity, you can quickly differentiate for your lower level learners by using a color coding technique.
 - If sorting, outline each sorting category a certain color and then outline the corresponding pictures the same color.
 - Becomes a matching task.
- I purposefully did not include an assessment in this unit, because I did not feel that would be the goal of reading a higher level novel over such an extended period of time. Instead, you should be focused on shaping and teaching the behavior of sitting.
- Finally, I always ended reading the novel by showing the students the video with popcorn as a treat for finishing the story!!

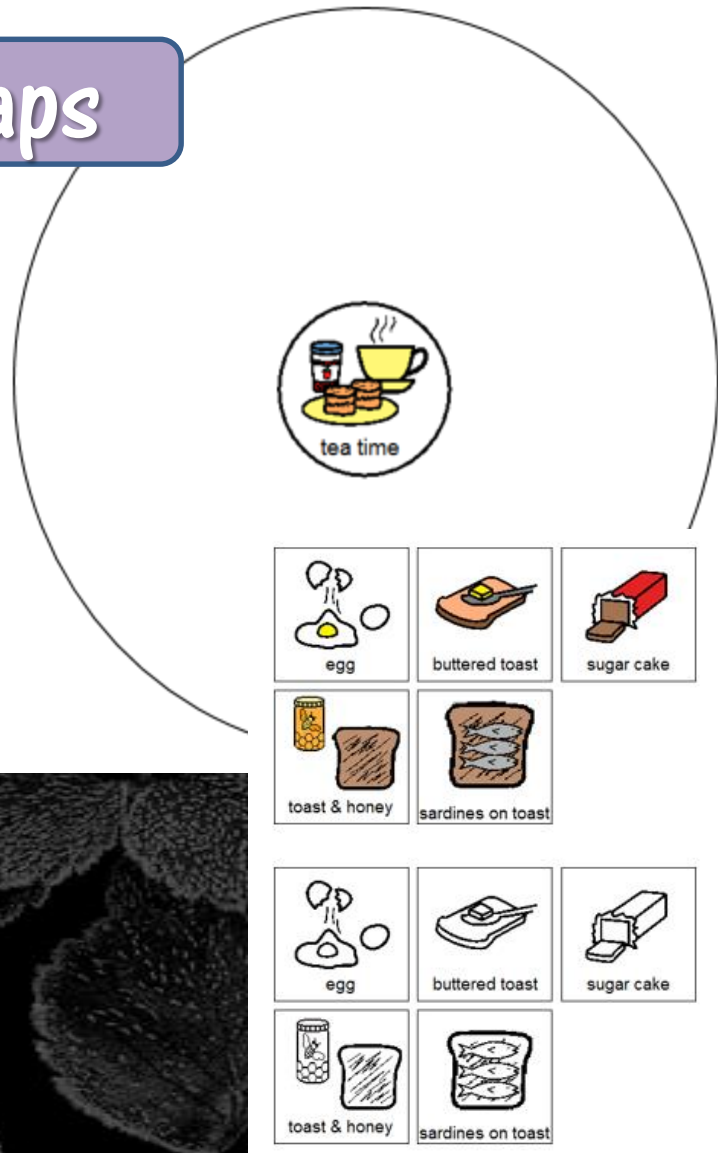


Story Board (also BW)

Circle Maps

Having Tea


Lucy had tea while visiting with Tumnus. Here is what they had:









tea time

egg, buttered toast, sugar cake, toast & honey, sardines on toast

Four children were sent to live safely in a house in the country in London. Let's see who all live in the house.



Cut apart the people and paste them in the house. Color in the rest of the picture.

| | | | | | |
|---|--|---|---|--|--|
|  Peter |  Susan |  Lucy |  Edmond |  Professor |  Mrs. Macready |
|---|--|---|---|--|--|

Activities

As you can see in this chapter there are good characters and evil characters in Narnia. Sort the characters into the correct column.



Sorting Activities

| | | | |
|---|--|---|--|
|  Aslan |  White Witch |  Mr./Mrs. Beaver |  The Wolf |
|  Peter |  Susan |  Edmond |  Lucy |
|  Tumnus |  dwarf |  Father Christmas | |

Social Stories

- This short booklet helps students understand when it is okay to keep a secret.
- Cut pages apart and staple together. Students can color in the pictures.

Keeping a Secret



A lot of times friends tell each other secrets.



Most secrets are okay to keep.

Read or listen to the teacher read the following secrets. Color in those that are okay to keep **green** and those that are not okay to keep **red**.

Jill wants to get Sue a necklace for her birthday. She wants you to help her pick it out. You need to keep it a secret.

Joey sees Billy stealing a pack of gum from the store. Billy tells him not to tell anyone and keep it a secret.

You had a really weird dream last night. You tell your best friend about it and ask her to keep it a secret.

You are in math class and you see your best friend cheating on a quiz. He asks you not to tell anyone and keep it a secret.

Your dad is not feeling well and going into the hospital for some tests. Mom says not to tell anyone, that it is a secret.

You love to go treasure hunting along the shore. You find lots of cool shells and things that you keep in a secret box.

Comprehension

Edmund goes through the wardrobe and into Narnia in this chapter. The author uses lots of descriptive words to help the reader see what Edmund sees. See if you can remember the details that Edmund describes as he meets the White Witch.

1. The reindeer were the size of:

2. The reindeers' fur was whiter than the:

3. The reindeers' horns shone like

in the sun.

4. The dwarf driving the sled was

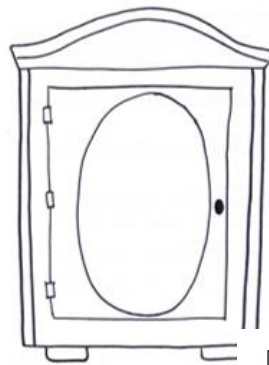
and

5. The dwarf's beard was very

| | | | | | |
|--|--|--|---|--|--|
|  long |  red |  snow |  fire |  fat |  crown |
|  short |  golden wand |  sugar icing |  ponies |  tall | |

W A R D R O B E

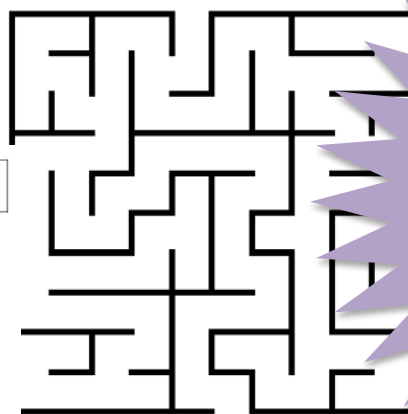
It is a piece of furniture where you can hang clothes. Like a closet.



Cut out letters and paste above. Color the wardrobe.

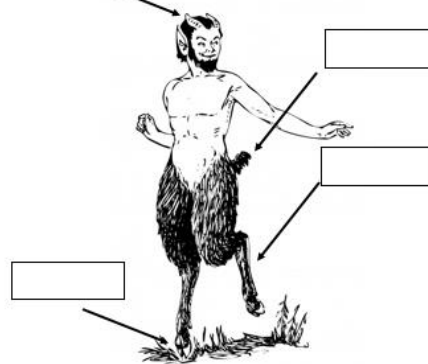
B A E O R I

Help Mr. and Mrs. Beaver and the children find their way to the stone table.



SO MUCH MORE!!

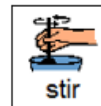
Tumnus: Faun



Cut out labels and place in correct boxes.

goat legs horns
tail hooves

Turkish Delight Recipe



stir




1. Mix

| | | | |
|-----|--|--|----------------------|
| 3 |  |  | <input type="text"/> |
| 2 |  |  | <input type="text"/> |
| 1/4 |  |  | <input type="text"/> |



microwave

2. Microwave

| | | | |
|---|---|--------|----------------------|
| 7 |  | minute | <input type="text"/> |
|  | stir | | <input type="text"/> |
| 7 |  | minute | <input type="text"/> |