

Special Ed

Roald Dahl Bundle

7 novels

**activities and
questions for
each chapter**



Special Needs for Special Kids



These novel units are something I created and started using in my classroom. I had students with significant challenges and most were **non-readers**. They were the best thing I ever did, and my students **LOVED** them.


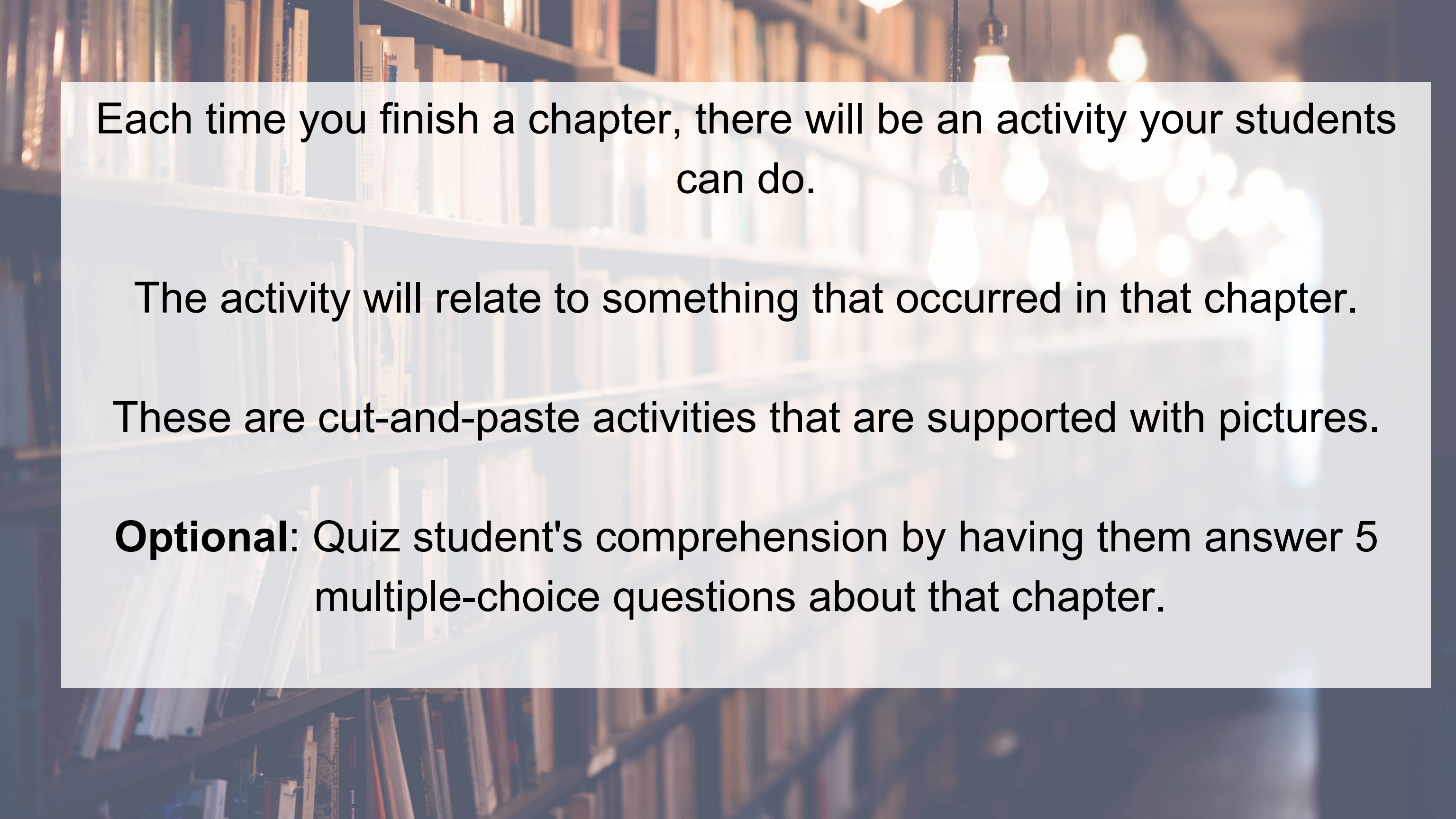
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- A blurred background of a library with bookshelves and hanging lights. The shelves are filled with books, and several warm-toned pendant lights hang from the ceiling, creating a soft, bokeh effect. The overall atmosphere is cozy and intellectual.
- Charlie and the Chocolate Factory
 - Matilda
 - The Witches
 - The BFG
 - James and the Giant Peach
 - George's Marvelous Medicine
 - The Twits

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Worksheet pages	Activity	Chapter
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13-15	Things in a bathroom	3
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25-26	Telling the truth	8
27-28	Get more food from bigger animals	9
29-30	Ways to rescue someone	10
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44-45	My Magic Medicine	BONUS

Each novel unit has **lots of different activities**. These activities are **NOT** comprehension-based. So, even if your students do not pay attention, they can still complete the activity.



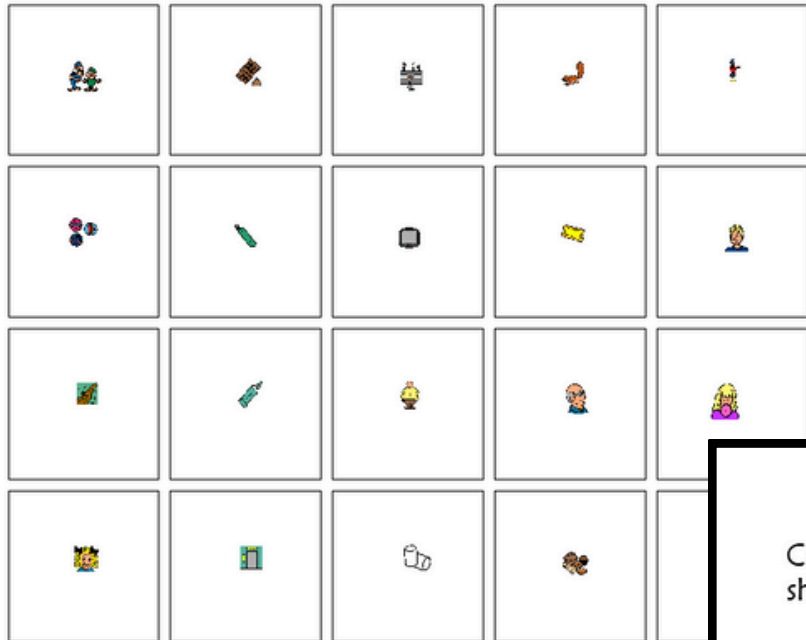
Each time you finish a chapter, there will be an activity your students can do.

The activity will relate to something that occurred in that chapter.

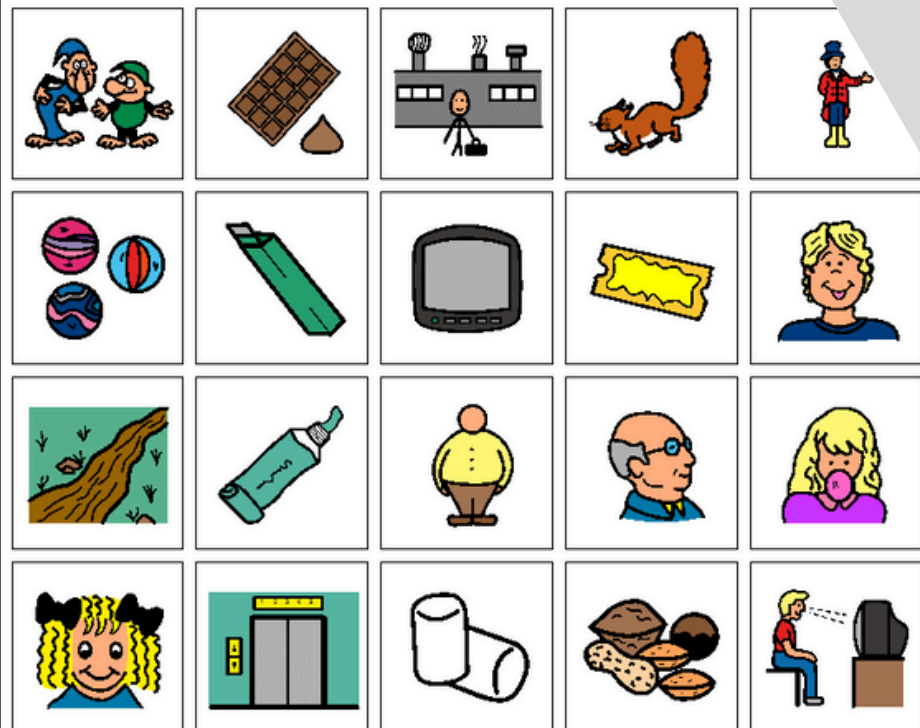
These are cut-and-paste activities that are supported with pictures.

Optional: Quiz student's comprehension by having them answer 5 multiple-choice questions about that chapter.

Grandma got so tiny she disappeared. Using a magnifying glass, identify these tiny pictures from the story and match them with the larger, normal sized picture on the following page.



Cut out the pictures below and match with their shrunken, tiny counterparts on the previous page.



For example, in George's Marvelous Medicine, Grandma shrinks in the end until she is so small she disappears. In this activity, students use a magnifying glass to identify some very tiny pictures. Such a fun activity!!

Suggestions for Use

- I made this unit to go along with the book, *The Twits Factory* by Roald Dahl.
- The thought is that you would be reading it aloud to your class at a rate of about 1-3 chapters per day.
- Be sure to give each student their own copy of the story board (pg. 6) 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.
- You will find activity for most chapters. You will still have plenty to choose from and find those that fit best with your students.
- 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.
- There are comprehension questions to accompany this unit. There are 5 questions for every 3 chapters with 3 picture answer choices. You will find these (in color and BW) in a separate file.

Suggestions on how I found this activity worked best in my classroom are provided. I typically had 6-8 students with one adult assistant in the room with me.

Charlie and the Chocolate Factory Literacy Unit for Special Education

Color Version

By

Christa Joy

Special Needs for Special Kids

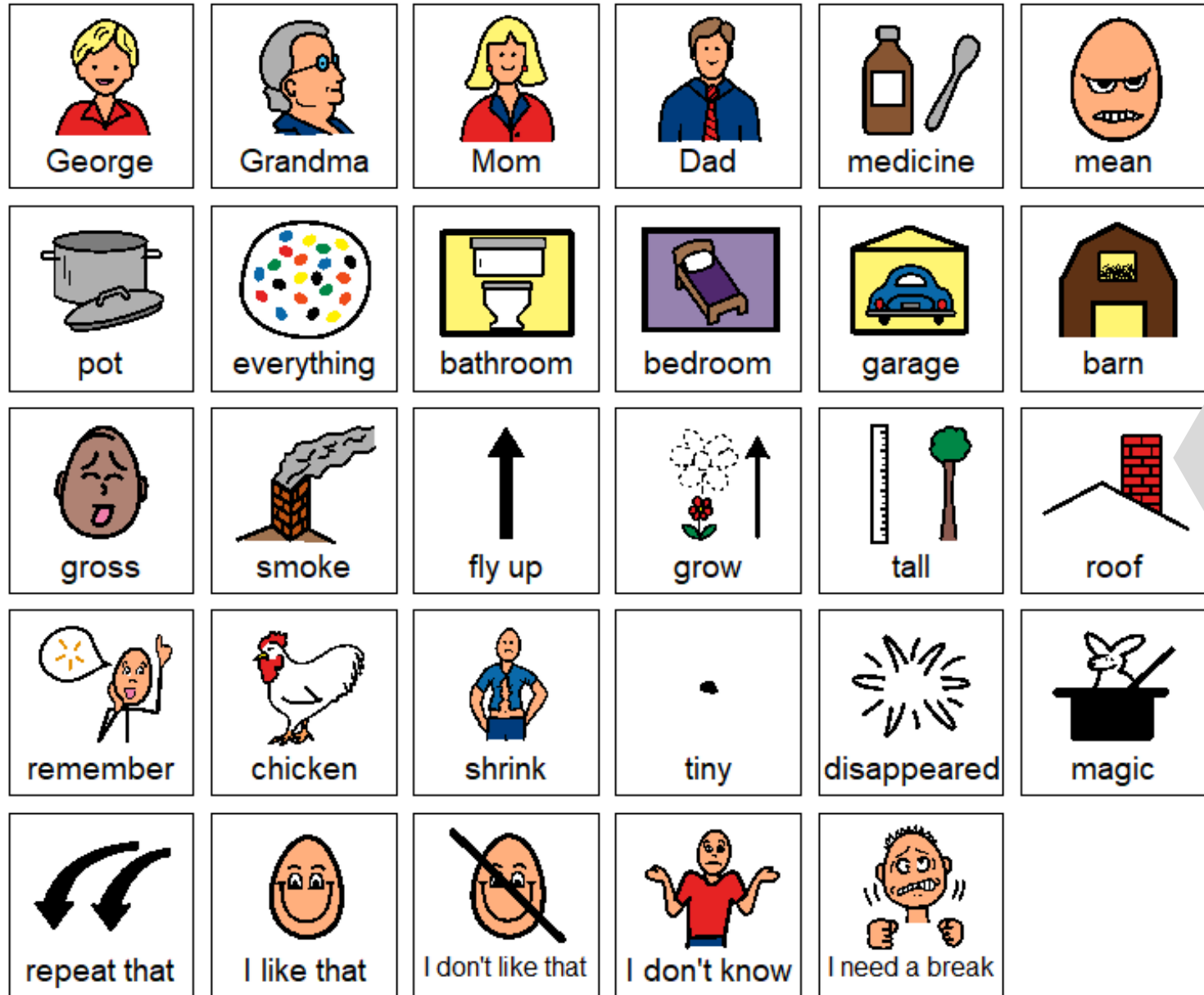


The entire novel unit comes in 2 separate files.

One is completely in color and one is completely in black and white.

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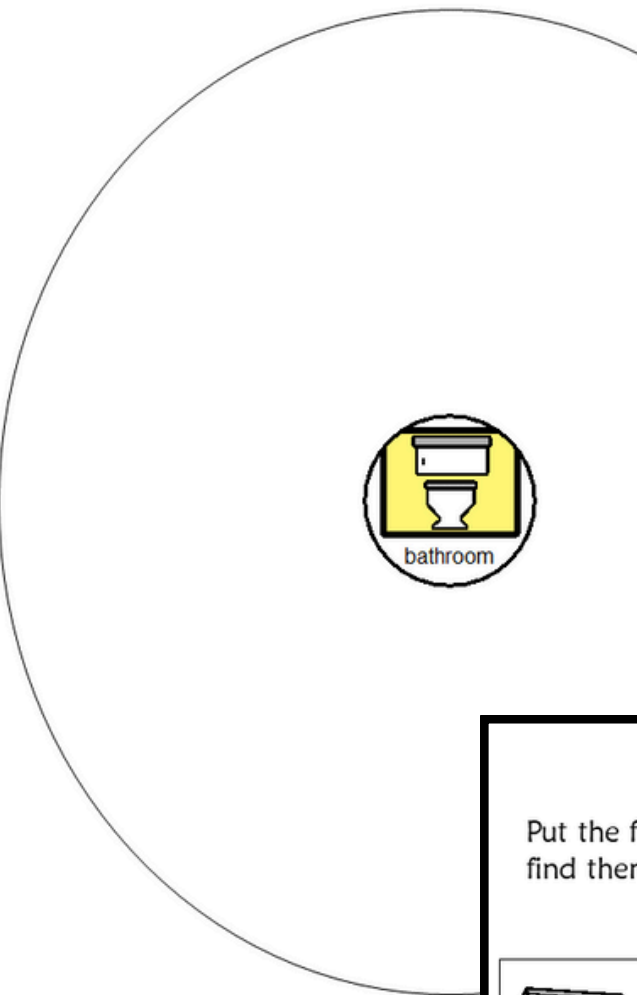


Each unit comes with a vocabulary board.

Vocabulary boards are great for ALL students to assist with participation and engagement in group discussions.





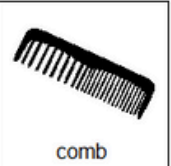

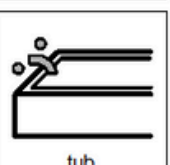
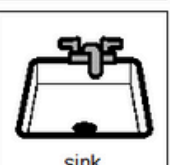

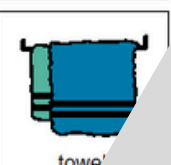
Tips on how to use in the unit!!

What are some things George might find in a bathroom?



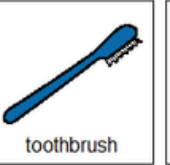
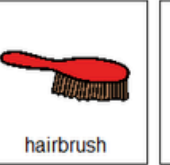
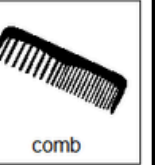


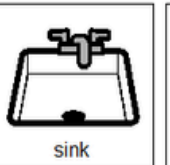

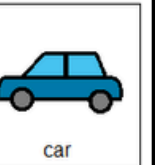

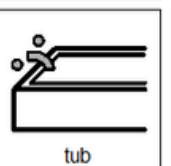


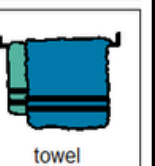


errorless

Put the following pictures in the circle map about a bathroom.

 shampoo	 toothpaste	 toothbrush	 hairbrush	 comb
 toilet	 tub	 sink	 soap	 towel

Put the following pictures in the circle **ONLY IF** you would find them in a bathroom.

 cookie sheet	 toothpaste	 toothbrush	 hairbrush	 comb
 toilet	 mixer	 sink	 soap	 car
 shampoo	 tub	 television	 screwdriver	 towel

There are circle maps in each unit.

Circle maps are a great way for students to see the big idea.

Charlie and his family were very poor. We get to see how they live in this chapter. Complete the circle map below depicting the ways you can tell that Charlie and his family are poor.



errorless

Cut apart the pictures and place in circle map.

 small house	 only 1 bed	 no heat	 hungry	
 potatoes	 bread	 sleep on floor	 toothpaste factory	 poor

Cut apart the pictures and place in circle map **ONLY** if they relate to how Charlie and his family lived.

 small house	 jewelry	 no heat	 hungry	 cabbage
 rich	 bread	 sleep on floor	 castle	 pizza
 potatoes	 only 1 bed	 ice cream cone	 toothpaste factory	 poor

Each circle map comes with 2 choices:

An errorless option with only correct answers

An option that has wrong answers mixed in students will need to set aside.

Grandmamma gives her grandson 2 mice for pets. The hotel manager did not think they were good pets. Which animals do you think do and don't make good pets?





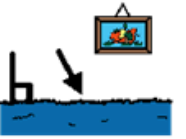
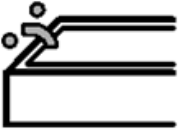
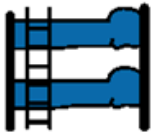


Cut apart and sort into the correct column on previous page. Use color coding for differentiation as needed.

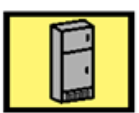



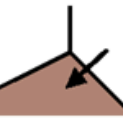




There are sorting activities.

Directions on how to add color coding for differentiation are included.

Match the normal location of each object in a house.

 car	<input type="text"/>	 blender	<input type="text"/>
 carpet	<input type="text"/>	ceiling fan	<input type="text"/>
 bathtub	<input type="text"/>	 bunk beds	<input type="text"/>
 couch	<input type="text"/>	 rocking chair	<input type="text"/>

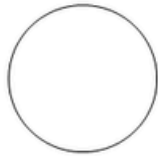
 kitchen	 porch	 garage	 living room
 bedroom	 floor	 bathroom	 ceiling

There are matching activities.

Directions on how to add color coding for differentiation are included.

My magic medicine

I made some magic medicine. It was .



I made it at the .



I stirred it with a .



came from it when it boiled.

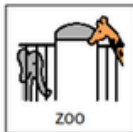
I used it to make a bigger .



Color in the circle.



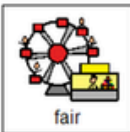
playground



zoo



park



fair



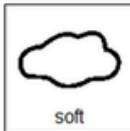
roller coaster



heavy



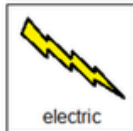
light



soft



rough



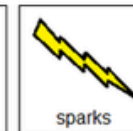
electric



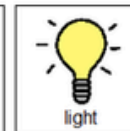
dangerous



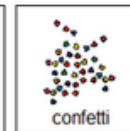
stars



sparks



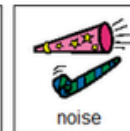
light



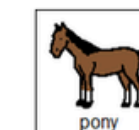
confetti



glitter



noise



pony



puppy



video game



castle



dinosaur

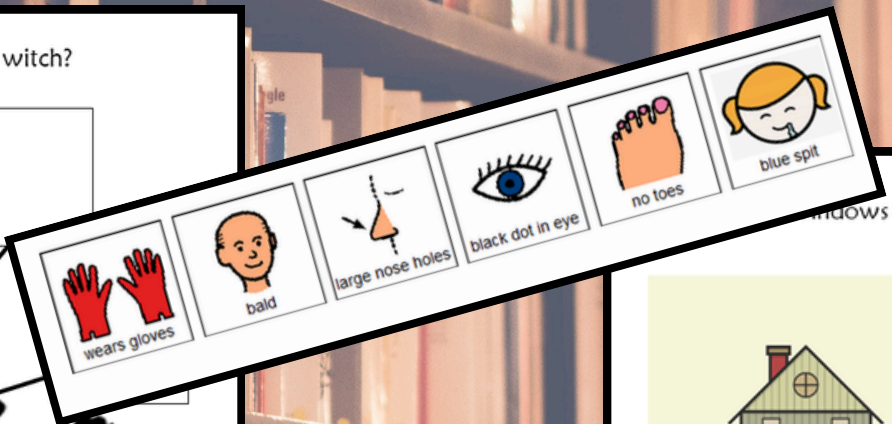


dragon

There are writing prompts.

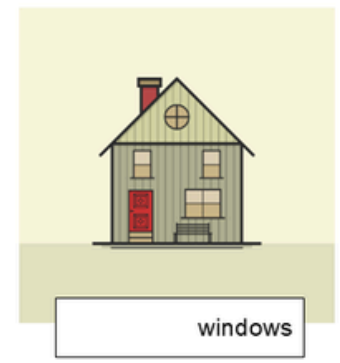
These are errorless activities that allow students to write a story independently.

How can you tell someone is a witch?



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How many windows does each house have? = 1 window



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Circle all the men who have hair on their face.



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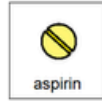
Because there are so many activities, you can choose the ones that fit your students the best.

CH 4

1. After looking in the house, where did George look next?



2. What type of real medicine did George add?



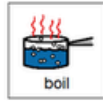
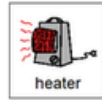
3. What did George use to mix it all together?



4. Where did George find the oil and antifreeze to add?



5. How does George plan to get the pills to melt and mix in?



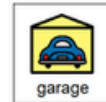
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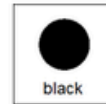
CH 4

CH 5

1. Where did George cook up the final mixture?



2. What color smoke came off the mixture?



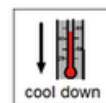
3. What color was the medicine when it was done?



4. What did George add to make it brown?



5. What did George have to wait for before giving the medicine to Grandma?



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CH 5

This unit does come with comprehension questions. There are 5 questions for every chapter. Each question has 3 picture choices. They are in color and black and white.

Answer key included!!