

Special Ed

# THE BOY WHO HARNESSED THE WIND

32 activities

chapter questions



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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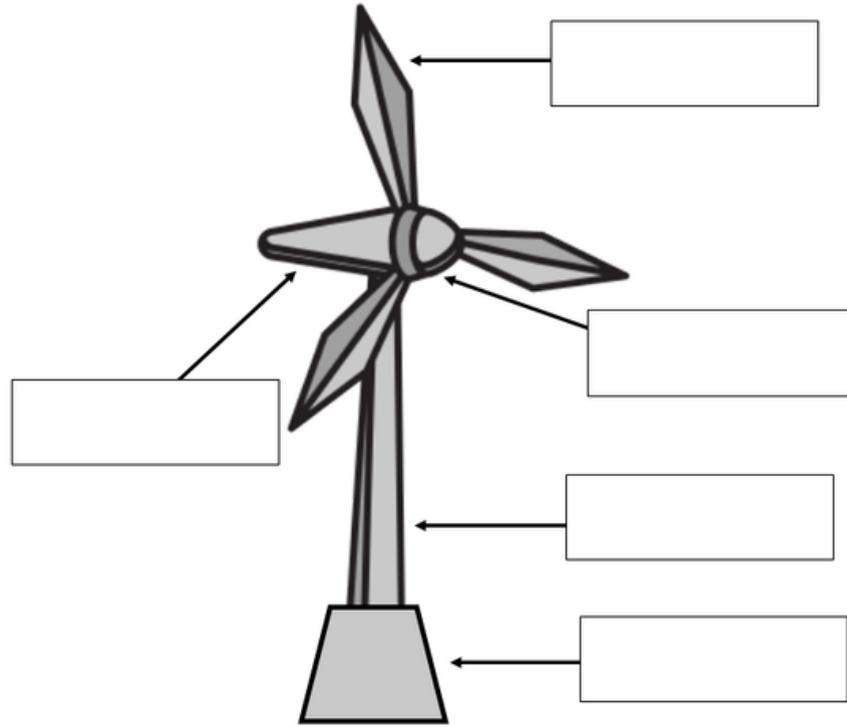
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This novel unit has **32 different activities**. There are one or more activities for each chapter. These activities are **NOT** comprehension-based. So, even if your students do not pay attention, they can still complete the activity.

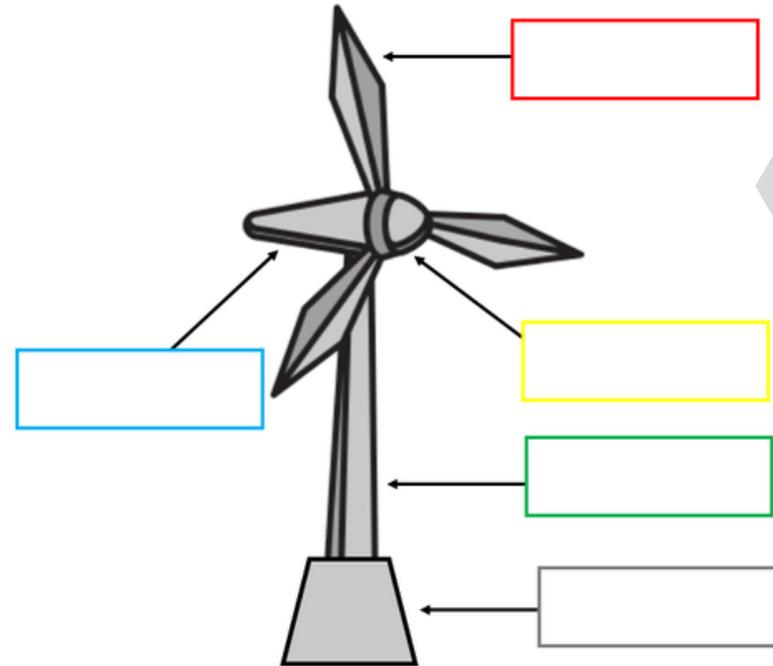
Label the parts of the windmill.



|        |         |            |
|--------|---------|------------|
| blades | rotor   | foundation |
| tower  | nacelle |            |

differentiated

Label the parts of the windmill.



|        |         |            |
|--------|---------|------------|
| blades | rotor   | foundation |
| tower  | nacelle |            |

For example, students will label the main parts of a windmill. There is a color-coded option for more support.

## Suggestions for Use

- I made this unit to go along with the book, *The Boy Who Harnessed the Wind* by William Kamkwamba and Bryan Mealer.
- I used the Young Readers Edition for this novel study.
- 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. 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 5-10 questions for every chapter 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.

# The Boy Who Harnessed the Wind Novel Unit for Special Education

By  
Christa Joy  
Special Needs for Special Kids

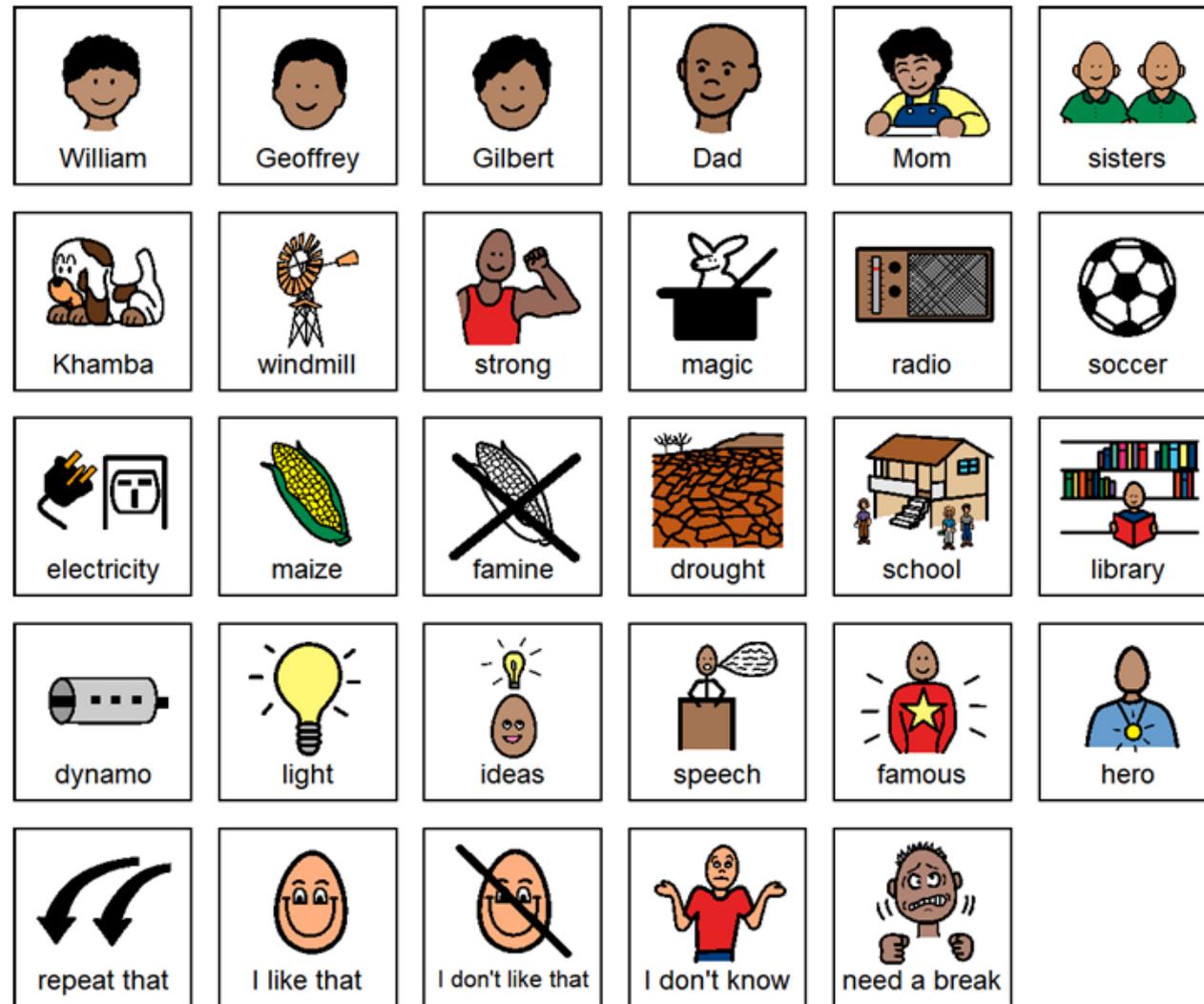


*This entire novel unit  
comes in 2 separate files.  
One is completely in color  
and one is completely in  
black and white.*

This unit comes with a vocabulary board.

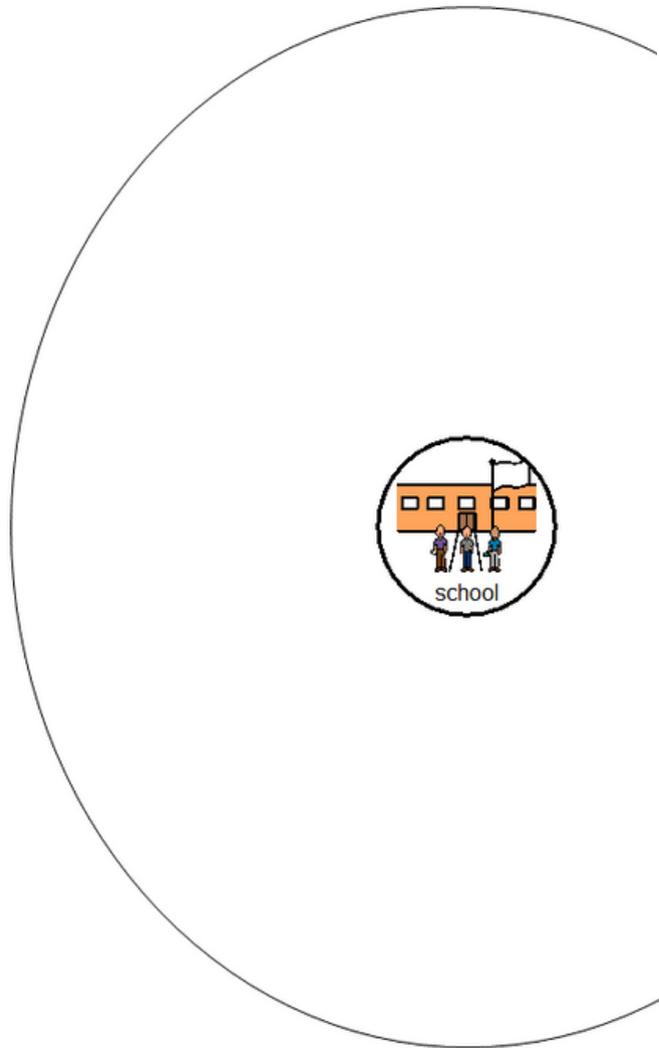
Vocabulary boards are great for ALL students to assist with participation and engagement in group discussions.

Tips on how to use in the unit!!

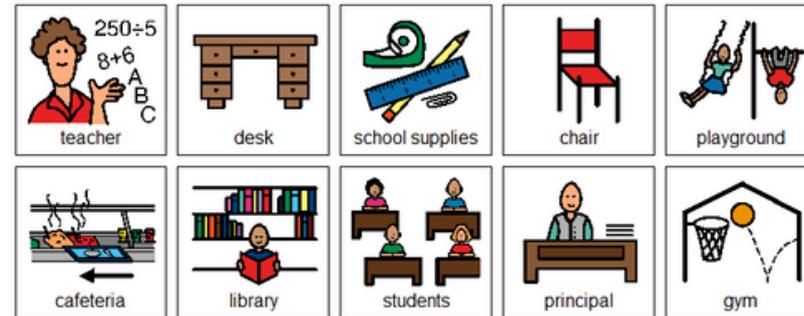


Story Board : to use for reading and for class discussions. Laminate and make 1 copy for each student.

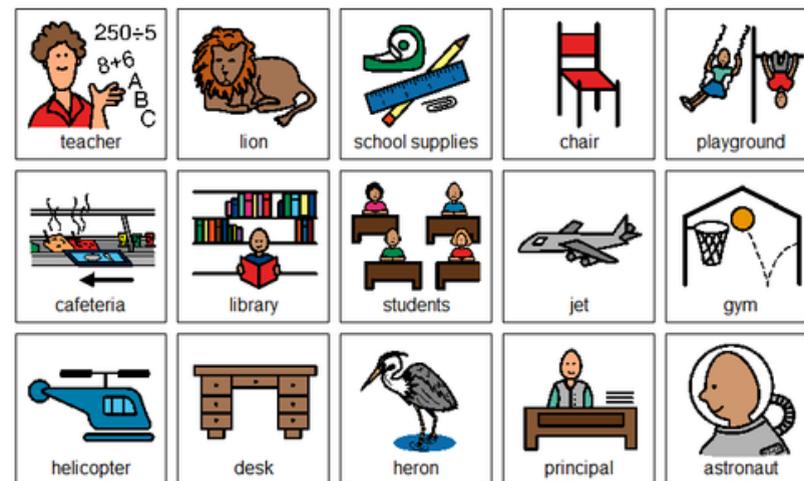
William's school is likely not like the one you go to. What are some things you find at most schools? Circle those things you think would also be in William's school.



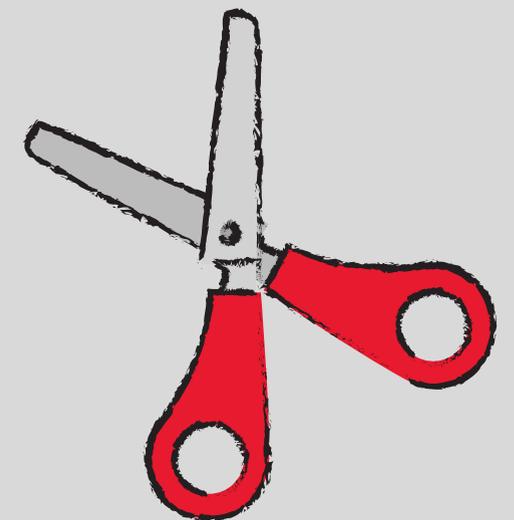
Place the following pictures in the circle map about school.



Place the following pictures in the circle map **ONLY IF** they are things found at most schools.



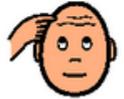
There are circle maps in this unit. Circle maps are a great way for students to see a big idea.



William had incredible patience waiting for the dove to be ready to eat. What does it mean to have patience?



Place the following in the circle map on the previous page showing what patience looks like.

|   |  |  |   |   |
|---|--|--|---|---|
| <br>think           | <br>calm        | <br>sit         | <br>time | <br>wait   |
| <br>slow and steady | <br>persistence | <br>predictable | <br>okay | <br>strong |

Place the following in the circle map on the previous page **ONLY IF** you think they are things describe patience.

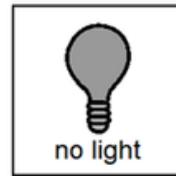
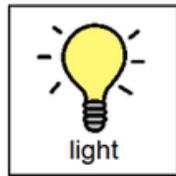
|  |   |  |  |  |
|--|---|--|--|--|
| <br>think           | <br>anxious     | <br>frustrated  | <br>time    | <br>wait          |
| <br>slow and steady | <br>persistence | <br>predictable | <br>okay    | <br>strong        |
| <br>hurry           | <br>calm        | <br>sit         | <br>go fast | <br>make mistakes |

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.

What are some things you do and don't need light in order to do?

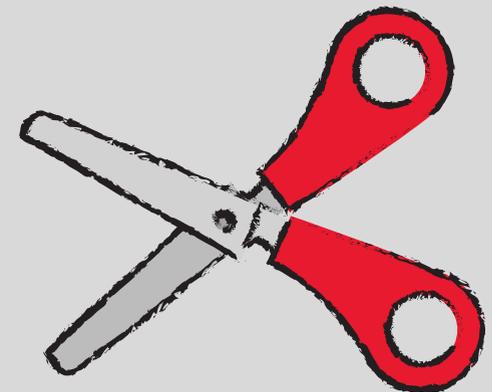


Cut out pictures below and sort into correct column on previous page. If you are not sure, place it on the middle line.

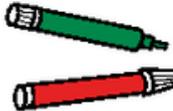
|   |  |   |  |
|---|--|---|--|
| <br>sleep      | <br>hike         | <br>explore        | <br>dream             |
| <br>cook      | <br>play a game | <br>watch a movie | <br>soccer game      |
| <br>think    | <br>draw       | <br>write        | <br>daydream        |
| <br>watch TV | <br>relax      | <br>read         | <br>listen to music |

There are sorting activities.

Directions on how to add color coding or a separate differentiated version is included.



William and Geoffrey have to get very creative when looking for parts to fix the radios. Look at the following objects. What could you use if you DID NOT have that object?

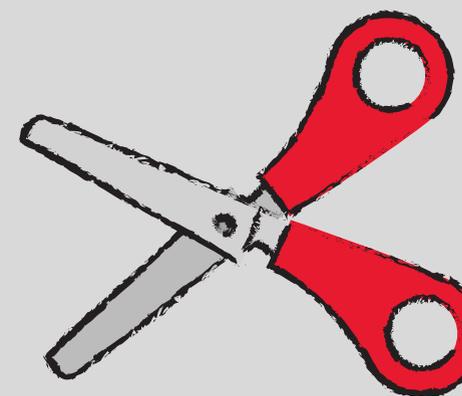
|  |                      |   |                      |
|--|----------------------|---|----------------------|
| <br>knife   | <input type="text"/> | <br>dishwasher | <input type="text"/> |
| <br>bed     | <input type="text"/> | <br>cabin      | <input type="text"/> |
| <br>fork   | <input type="text"/> | <br>markers    | <input type="text"/> |
| <br>light | <input type="text"/> | <br>heater   | <input type="text"/> |

Match the replacements you could use for the objects on the previous page.

|  |   |   |   |
|--|---|---|---|
| <br>fireplace | <br>crayons      | <br>tent   | <br>sleeping bag |
| <br>spoon     | <br>wash by hand | <br>candle | <br>scissors     |

There are matching activities.

Directions on how to add color coding or a separate differentiated version is included.



# My invention

I invented a machine that could  for you.

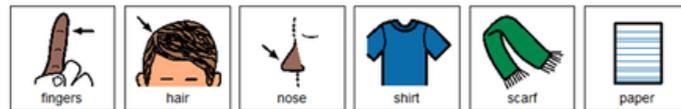
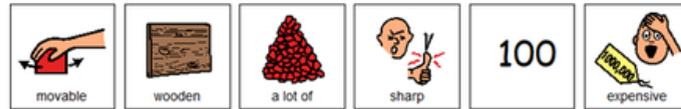
It has  parts to it!



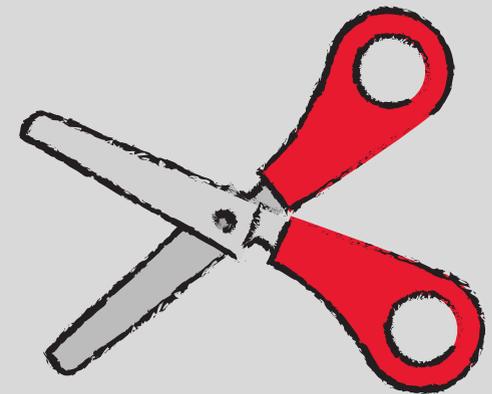
You have to add  to make it work.

Be careful!! Don't get your  to close.

I plan to sell my invention for .



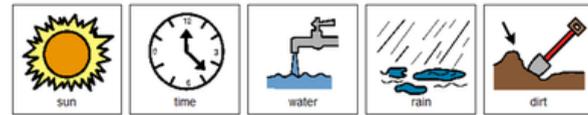
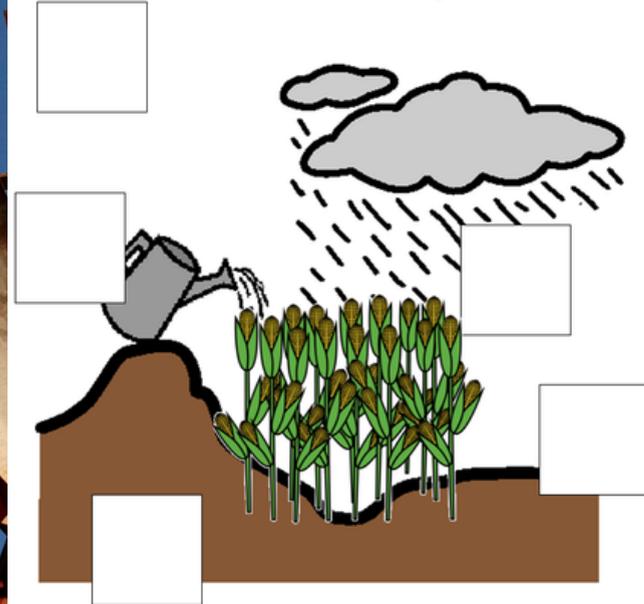
There are writing prompts.  
These are errorless  
activities that allow  
students to write a story  
independently.



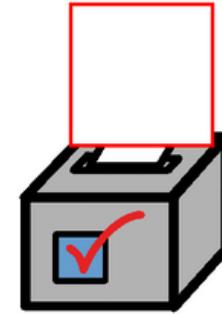
Color Africa on the map.



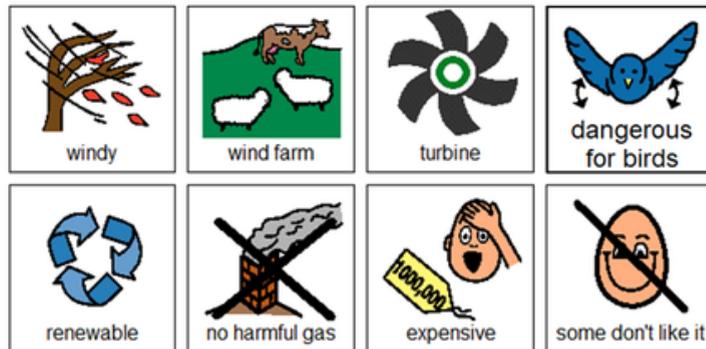
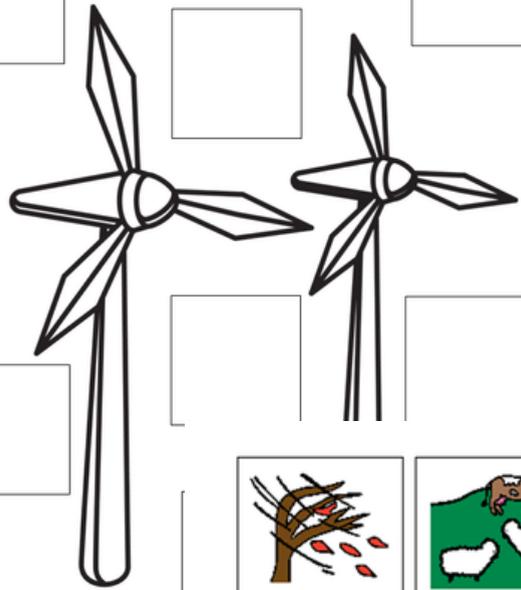
What does maize need to grow?



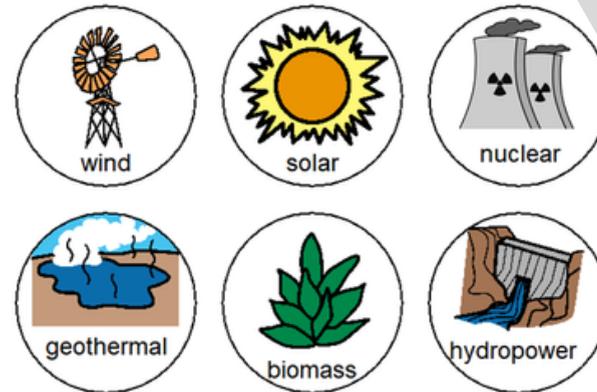
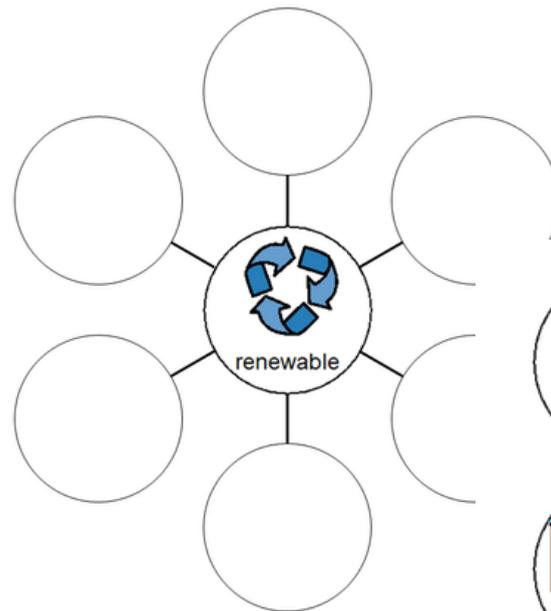
Time to vote!! Colin and Mark believe there is Magic in the garden. Do you believe in magic?



Wind



Renewable forms of energy



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

## CH 1

1. What does William's family grow?



2. What do the people in the village believe in?



3. What did William eat that he thought would get him in trouble?



4. Does William's Dad believe in magic?



5. What would the older boys go into town and see at night?



Christa Joy, Special Needs for Special Kids

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CH 1

## CH 5

1. What was there not enough of in the village?



2. What were people's most prized possessions?



3. What did William's father decide to sell?



4. What was the first meal the family gave up?



5. Who did William not have enough food for anymore?



Christa Joy, Special Needs for Special Kids

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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!!