

Special Ed

CAMELS



ALSO INCLUDES GOOGLE SLIDES

Special Needs for Special Kids



This unit was created with this guy in mind. He has autism and an intellectual disability. He is a non-reader, has a very short attention span, and struggles to sit still. With some support he is able to do this unit, and enjoys the challenge. He is my tester!!

Camels

By
Christa Joy
Special Needs for Special Kids



Christa Joy, Special Needs for Special Kids
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Also included in this resource as separate files:

- Lesson plans
- Links and directions to digital activities
- PowerPoint (**this is the book in the lesson plan**)
- Voice recorded PowerPoint
- Activities in black and white

This unit contains 6 days of material in print and digital formats. I have included a detailed lesson plan to help you make the most of everything in this unit including how to add some group activities.

It comes in 2 separate files. One in color and one in black and white.

Camels Lesson Plan

Preparation

- Print out a vocabulary board for each student to use throughout unit
 - Laminate or place in page protector
- Book
 - Print out, laminate, and bind
 - Also available as a recorded PowerPoint and video in the directions for digital activities pdf
- Fact sheet
 - Laminate or place in page protector

Preassessment (do day 1 before starting lesson)

- Use the fact sheet to assess what your students may already know
- I cannot emphasize enough how important this step is. If you want to see growth, this preassessment is so important!!

Teaching Tips

1. **Color Coding:** this is a really easy way to add more structure to a matching activity. Outline or color in an empty box or sorting label. Outline or color in the corresponding picture symbols the same colors. Becomes a color matching task.
 - a. For more info, read more here: <https://specialneedsforspecialkids.org/2015/09/05/using-color-coding-for-differentiation/>
 - b. I also have a blog post on differentiating one activity 3 ways: <https://specialneedsforspecialkids.org/2018/10/22/differentiating-1-activity-3-ways-easily-and-effectively/>
2. **Make your own copies of the activities:** Every day I review the activity we did yesterday. For that reason:
 - a. I often complete the activity myself and often laminated it for easy review that I could use year after year.
 - b. My copies were also helpful as either a model for students who needed more support.
3. **Options for Use:** laminating and a
 - a. For more info: <https://www.Activities-34>

Quick Look

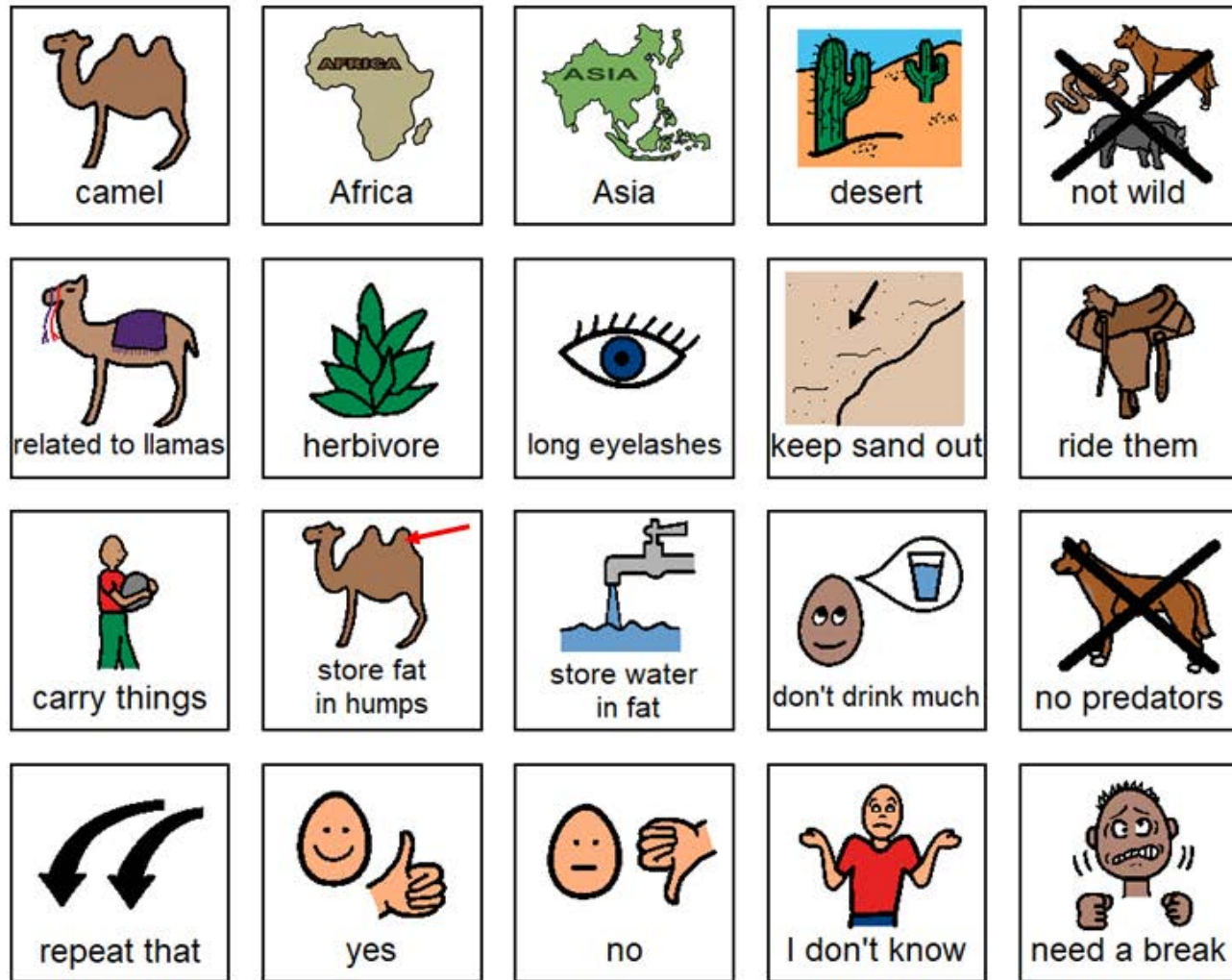
Day	Activity
1	<ul style="list-style-type: none"> • Book • Fact sheet • Vocab board activity • Circle map
2	<ul style="list-style-type: none"> • Book • Fact sheet • Vocab board activity • Habitat map
3	<ul style="list-style-type: none"> • Book • Fact sheet • Vocab board activity • Label parts of a camel
4	<ul style="list-style-type: none"> • Book • Fact sheet • Vocab board activity • Desert adaptations
5	<ul style="list-style-type: none"> • Book • Fact sheet • Vocab board activity • Close worksheet
6	<ul style="list-style-type: none"> • Assessment

Day 4

Activity	Notes	Materials
Read the book: Camels (10 minutes)	<ul style="list-style-type: none"> • Read through the story, asking lots of questions • Continue to make connections between book and vocabulary board 	<ul style="list-style-type: none"> • Book • Vocabulary board
Fact sheet (5 minutes)	<ul style="list-style-type: none"> • As a group read through the fact sheet on camels 	<ul style="list-style-type: none"> • Fact sheet
Vocabulary Bean Bag Toss (10 minutes)	<ul style="list-style-type: none"> • Glue the cut apart symbols and tape to the paper plates (one on each plate) • Arrange them around the room • Students toss the bean bag trying to get it to land on a paper plate • Students retrieve the paper plate and share the vocabulary symbol they retrieved 	<ul style="list-style-type: none"> • Vocabulary board • Vocabulary board cut apart • Small paper plates (you can also use pieces of construction paper) • Bean bags
Labeling review (5 minutes)	<ul style="list-style-type: none"> • Review the activity completed yesterday 	<ul style="list-style-type: none"> • worksheet completed yesterday
Adaptation Word map (10 minutes)	<ul style="list-style-type: none"> • Complete word map showing the ways camels have adapted to living in the desert <ul style="list-style-type: none"> ◦ This is an errorless activity • Make connections to the book as necessary 	<ul style="list-style-type: none"> • worksheet • Scissors • Glue
Sharing (10 minutes)	<ul style="list-style-type: none"> • Each student shares their finished word map with the group using the communication method of their choice 	<ul style="list-style-type: none"> • Completed activity • Communication devices

There is a 6 days lesson plan with tips and detailed plans for each day with individual and group activities.





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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!!

There are no vocabulary CARDS in this unit.

Camels are herbivores. So besides eating leaves, they will also eat grass, small plants and even thorny cactuses (or cacti). Their upper lip is split so they can more easily grab leaves and plants growing close to the ground.



©Christa Joy, SNSK

Camels are very strong animals. They often travel in groups, sometimes called trains, carrying supplies from one city to the next. A camel can carry almost 1000 pounds on its back.



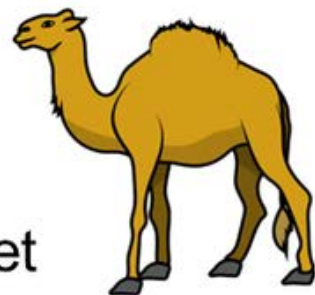
©Christa Joy, SNSK

There is a 24-page book with simple text and engaging photos.

It comes in a PowerPoint version as well as a voice-recorded PowerPoint (so you don't have to print it out.)

There is also a movie version you can use in google slides.

Camel Fact sheet



- ❖ Camels live in the deserts in Africa and Asia.



- ❖ Camels have a split upper lip.



- ❖ Camels store water in the fat in their humps.



- ❖ Camels are used for transportation and carry loads.



- ❖ Camels are omnivores.



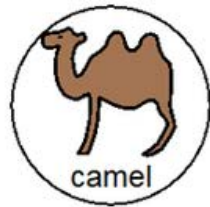
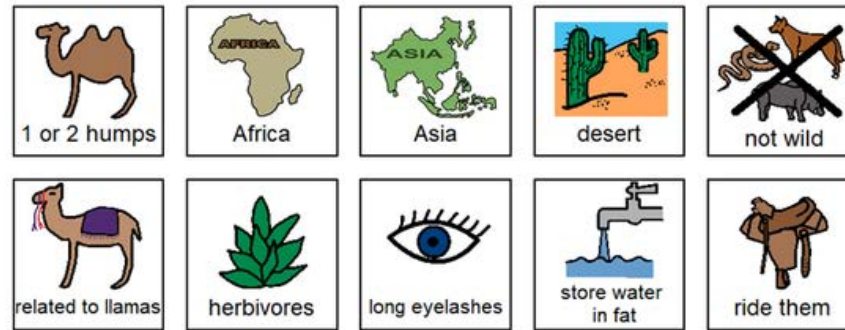
- ❖ Camels have long eyelashes to protect them from sand storms.



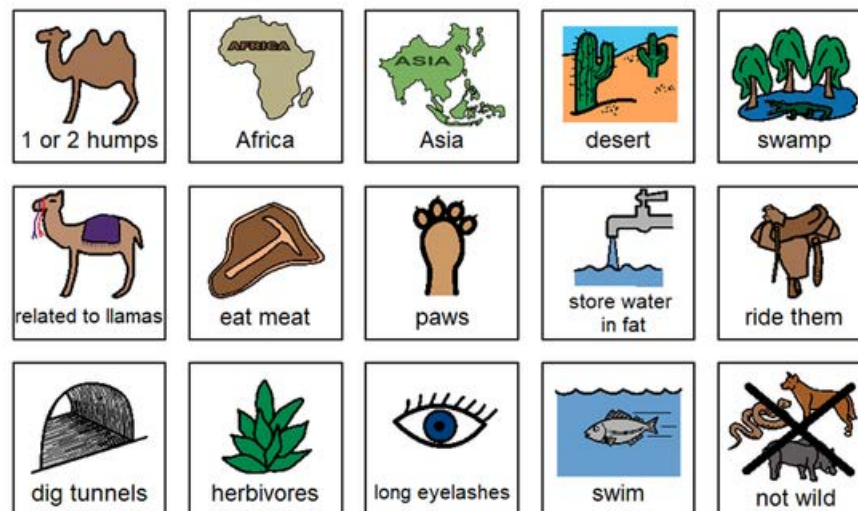
There is a fact sheet that students will review as part of the daily lesson plan.

errorless

Cut apart pictures and place in circle map showing facts about camels.



Cut apart pictures and place in circle map **ONLY IF** they relate to camels.



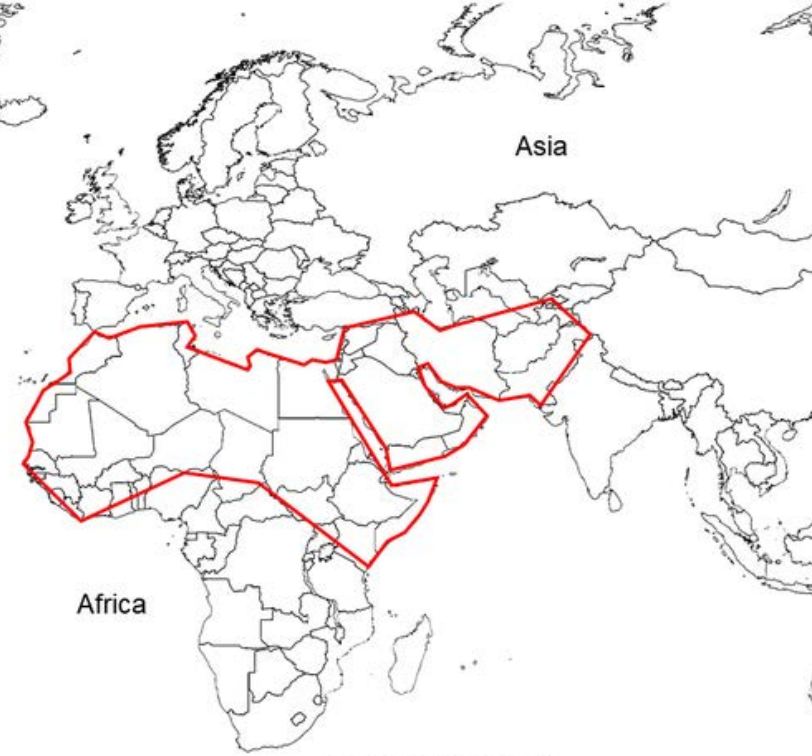
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There is a circle map that reviews the main facts from the book.

Circle maps are a great way for students to see the concept at a glance. There are 2 versions:

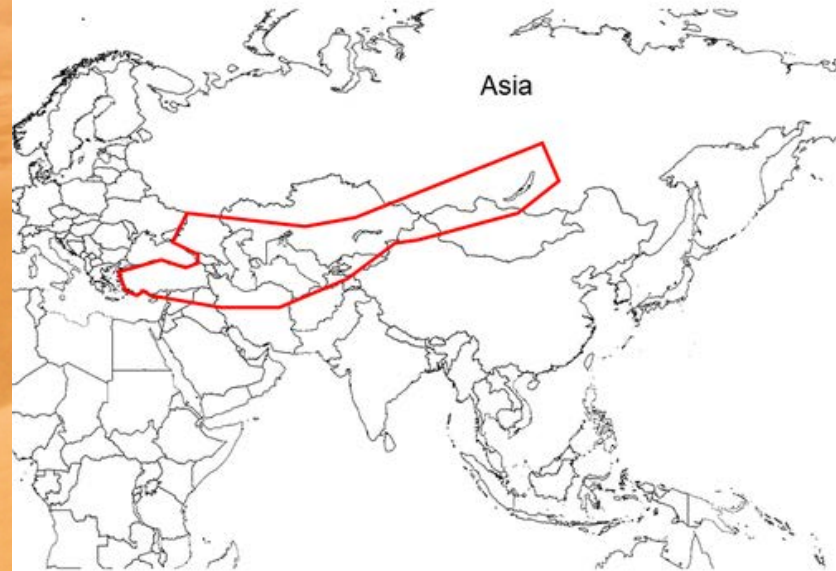
- One is errorless
- One has wrong answers mixed in students will have to set aside

Color in the area where **Dromedary** camels live.



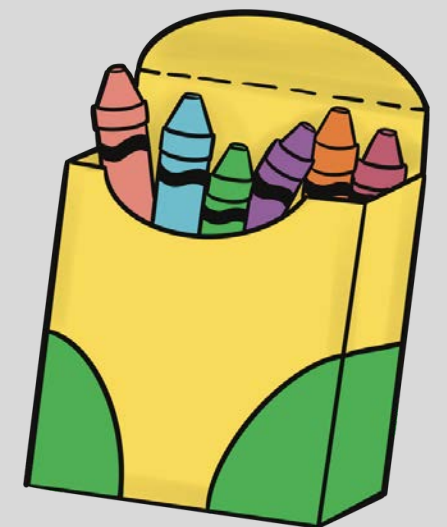
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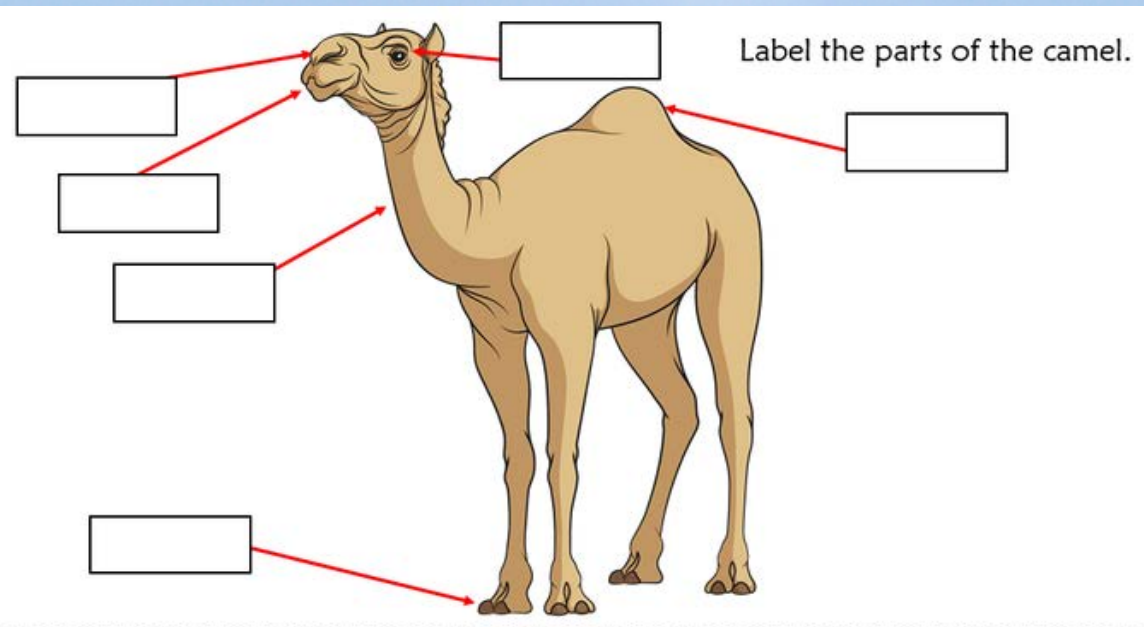
Color in the area where **Bactrian** camels live.



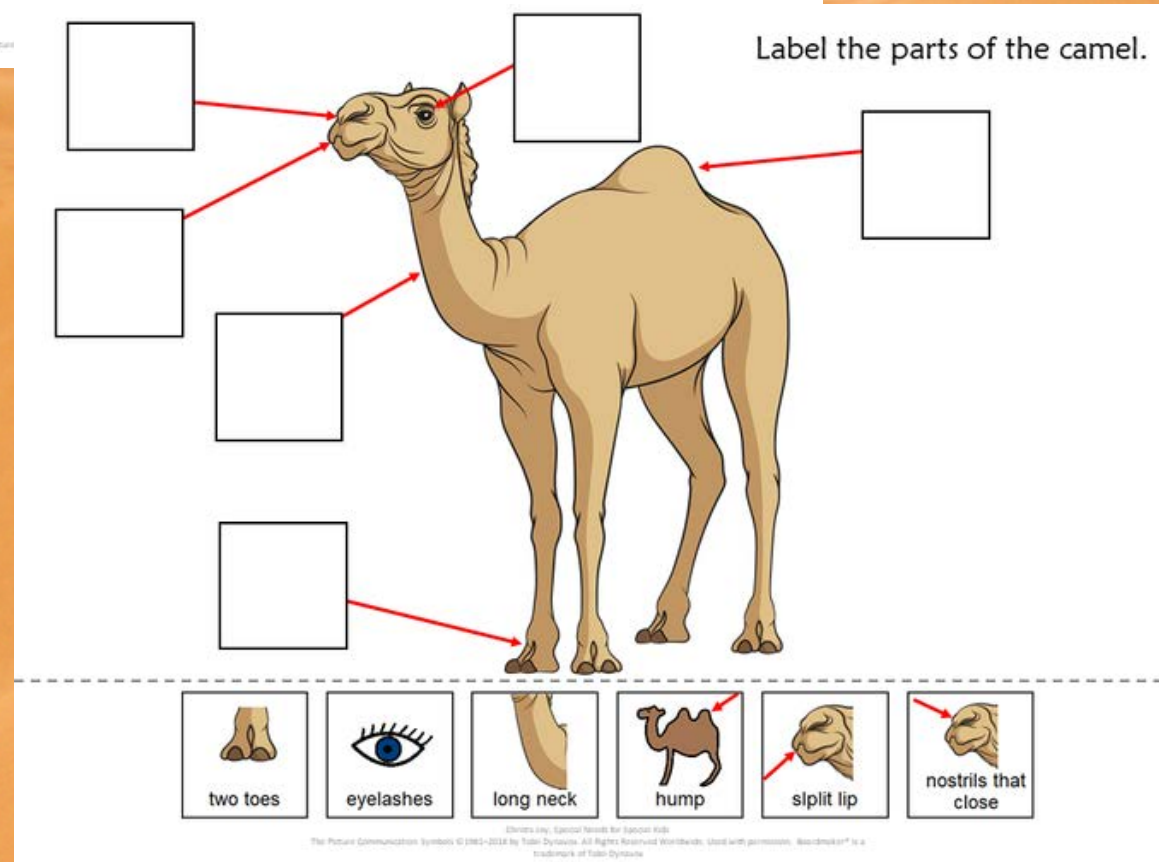
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There is a map for students to color in the areas where each type of camel lives. It is differentiated with the area already outlined.

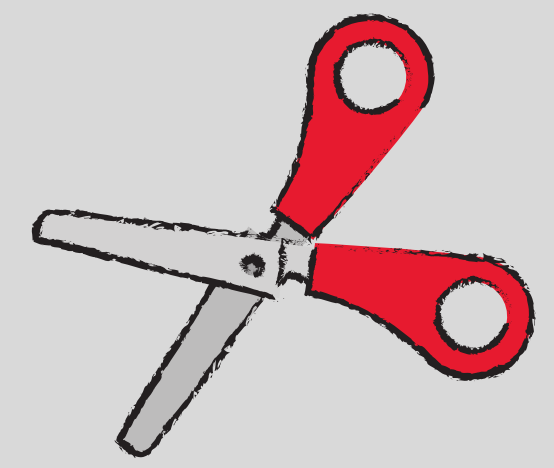




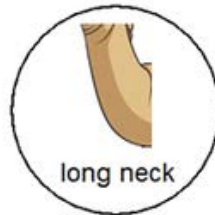
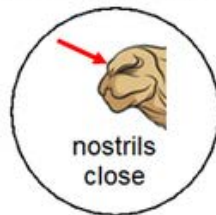
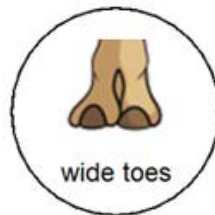
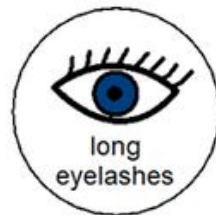
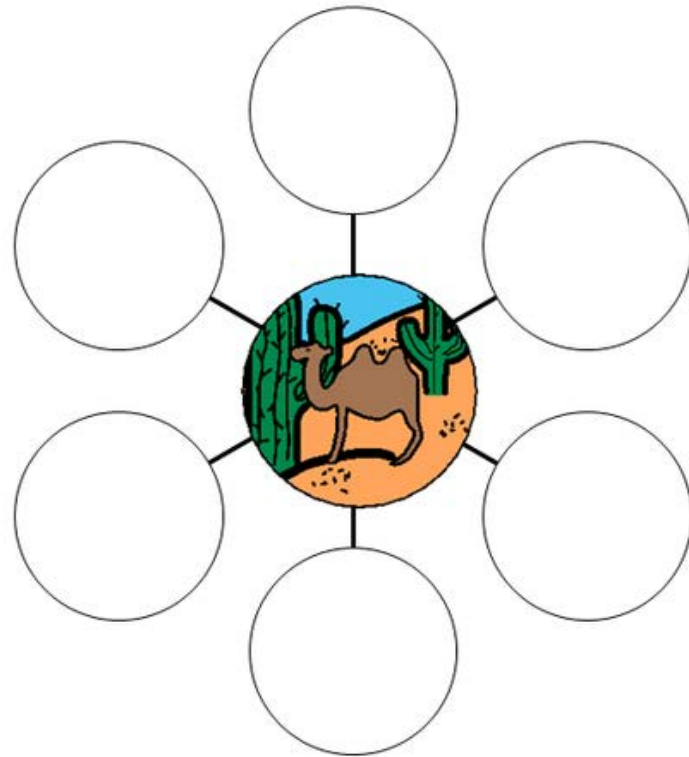
eyelashes	Nostrils that close	Split lip
Two toes	Long neck	hump



Students will label parts of the camel. There is an option with words only and one with pictures. Suggestions for differentiation are included.



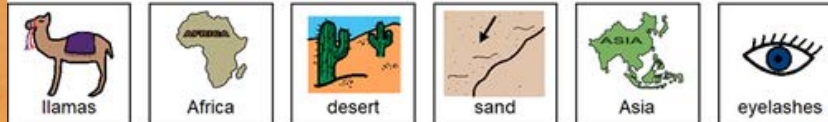
How have camels adapted?



There is a word map where students can show how camels have adapted to living in the desert. This is an errorless activity.

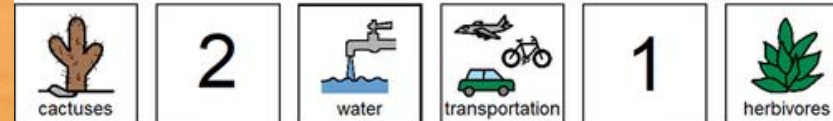
Camels

1. Camels live and work in the .
2. Camels are found in and .
3. Camels have long to protect them in sandstorms.
4. Camels are related to .
5. Camels have a two wide toes that help them walk on the .



Camels

6. Camels are and can even eat .
7. Camels store in the fat in their humps.
8. Dromedary camels have hump.
9. Bactrian camels have humps.
10. Camels are often used for across the desert.



There are 2 fill-in-the-blank worksheets. These allow you to review and find areas that may need to be re-taught before the assessment.

1. Where do camels live?



2. What do camels eat? (circle all)



3. Where do camels live? (circle all)



4. Camels save water in the fat in their:



5. What are camels related to?



Print onto cardstock or mount on index cards. Cut pictures apart and show student answer choices for each question.

Q 7



Q 8



1. Where do camels live?

- A. Grasslands
- B. Rainforest
- C. Desert

2. What do camels eat? (circle all)

- A. Seaweed
- B. Cactus
- C. Leaves
- D. shrub
- E. pineapple
- F. plants

3. Where do camels live? (circle all)

- A. Africa
- B. United States
- C. Asia

4. Camels save water in the fat in their:

- A. Stomach
- B. Hump
- C. Feet

5. What are camels related to?

- A. Horse
- B. Llama
- C. Cow

What protects camels' eyes from the sand?

- A. Sunglasses
- B. Fur
- C. eyelashes

There is a 10 question assessment that comes in 3 versions. Answer key included.

Walking in sand is not easy, especially when you weigh 1400 pounds. Camels have 2 partially hooved toes that spread wide on the sand to make walking easier. The hoofed portion protects their feet from rocky surfaces they also encounter.



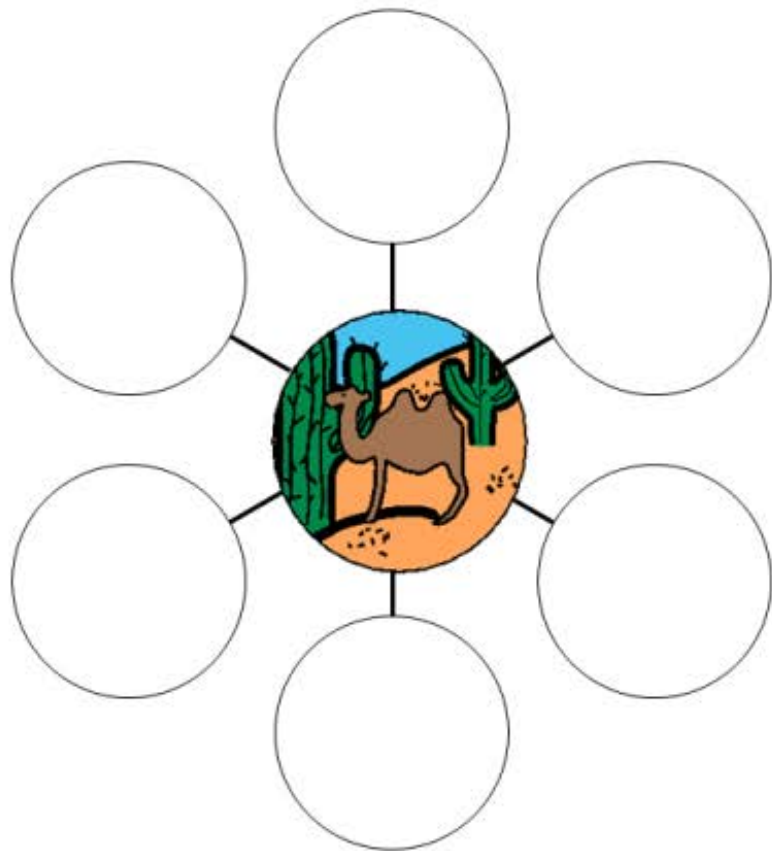
This unit also includes digital versions of the activities.

Students can watch a movie book version of the book rather than printing it out.

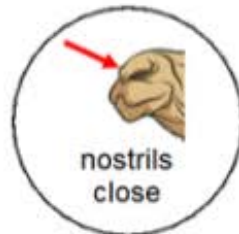
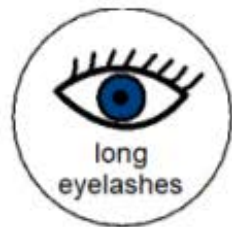
Christa Joy, MSK 2:14 / 5:53



How have camels adapted?

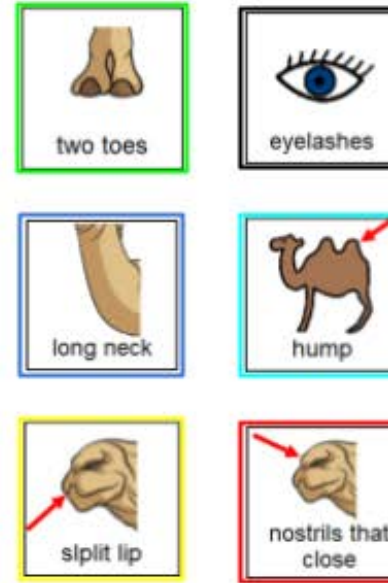
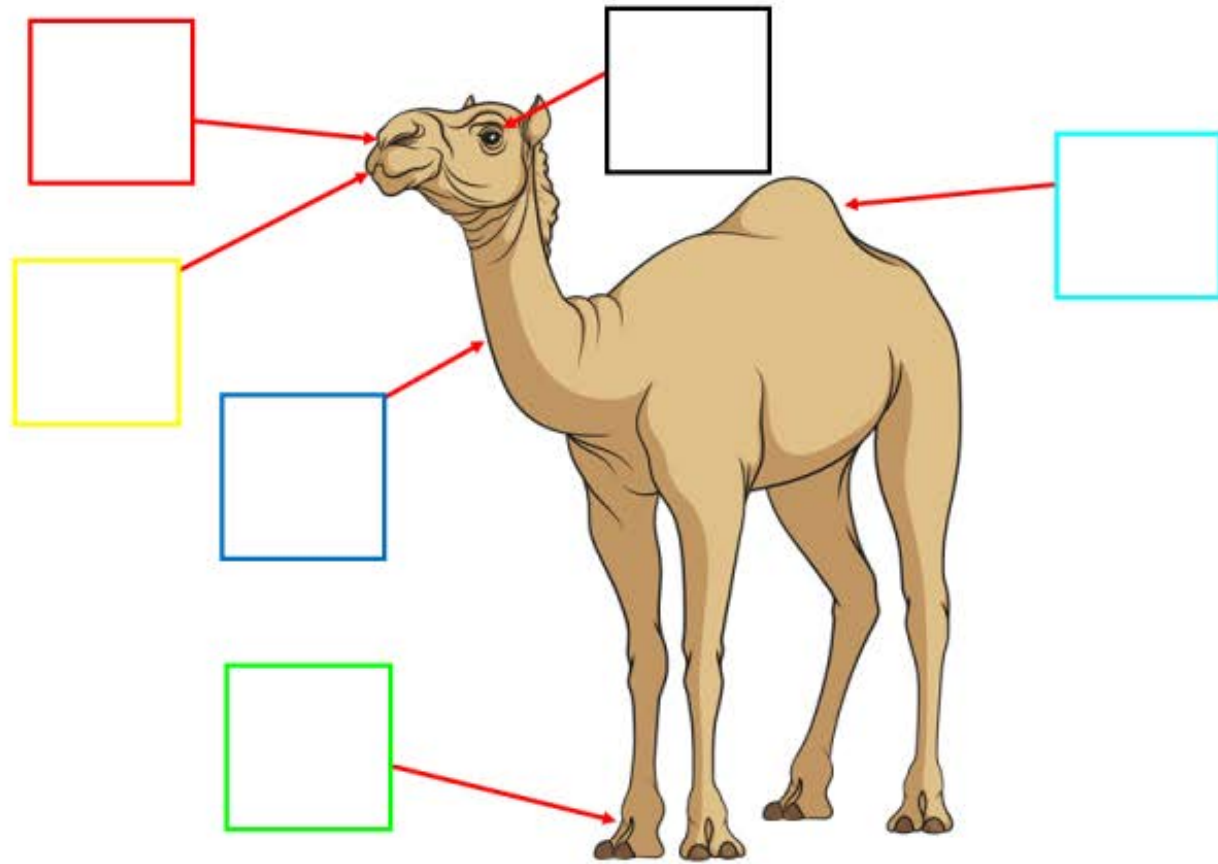


Fill in the circle with ways camels have adapted to live in the desert.



Each activity is set up so students can click and drag answers. No typing is required.

Label the parts of the camel.



The second set of slides uses color for differentiation and extra support for students who may need it. Mix and match slides from both sets to make the perfect set for each student.

This resource comes in a zipped folder. You will need to unzip the folder to access all the contents which include:

- ***6 days of lesson plans***
- ***Camel activities in color***
- ***Camel activities in black and white***
- ***Voice-recorded PowerPoint show***
- ***Camel book (PowerPoint) to use with activities***
- ***Links and directions to digital activities***



I also have a resource that is an overview of the 4 terrestrial biomes

- Forests
- Grasslands
- Desert
- Tundra

[**CLICK HERE**](#) 

