

# Leprechaun in Late Winter Magic Tree House #43

**12 activities**

**20 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** (like my little guy). They were the best thing I ever did, and my students LOVED them.

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This novel unit has **12 different activities**. There is an activity for each chapter that is NOT comprehension based. So, even if your students do not pay attention, they can still complete the activity.

Color in the country of Ireland.

# Europe



CH 2

Christa Joy, Special Needs for Special Kids  
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For example, Jack and Annie go to Ireland in this story. Here, they will color in Ireland on a map. I have it outlined to support them.

## Suggestions for Use

- I made this unit to go along with the book, *Leprechaun in Later Winter* by Mary Pope Osborne.
- The thought is that you would be reading it aloud to your class at a rate of about 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.

## Suggestions for Use

- 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 1 activity for each chapter. You will have plenty to choose from and find those that work 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.
- These chapters are shorter, so I created comprehension questions that cover the book in general. There is a chart to show you which chapter each question comes from so you can keep up as you read along. Each multiple-choice question has 3 picture answer choices.

Suggestions on how I found this activity worked best in my classroom are provided. I typically had 6-8 students in grades K-5 with one adult assistant in the room with me.

Color version

# Leprechaun in Late Winter Magic Tree House #43 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!!

 Jack	 Annie	 Augusta	 Ireland	 Irish whistle
 inspire	 Big House	 poor	 rich	 Mary
 summer	 unhappy	 Shee	 Willy	 storyteller
 repeat that	 I like that	 I don't like that	 I don't know	 I need a break

Story...  
discussions. La...  
for each student.

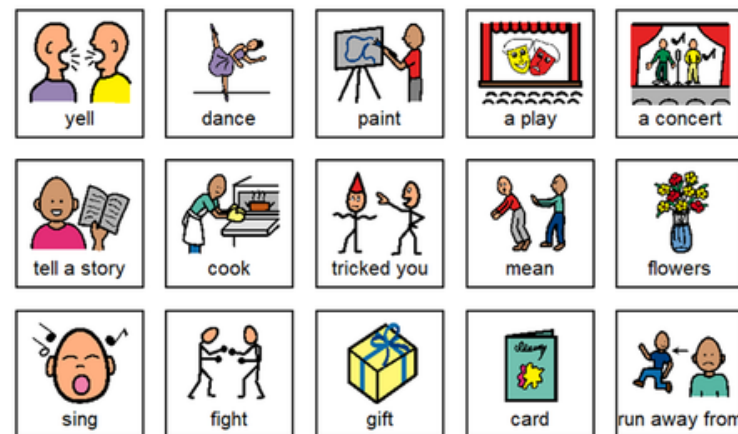
What are some ways you could inspire someone?

Errorless version

Cut out and place in the circle map on the previous page on how you could inspire someone.



Cut out and place in the circle map on previous page **ONLY IF** you think they are a way to inspire someone.



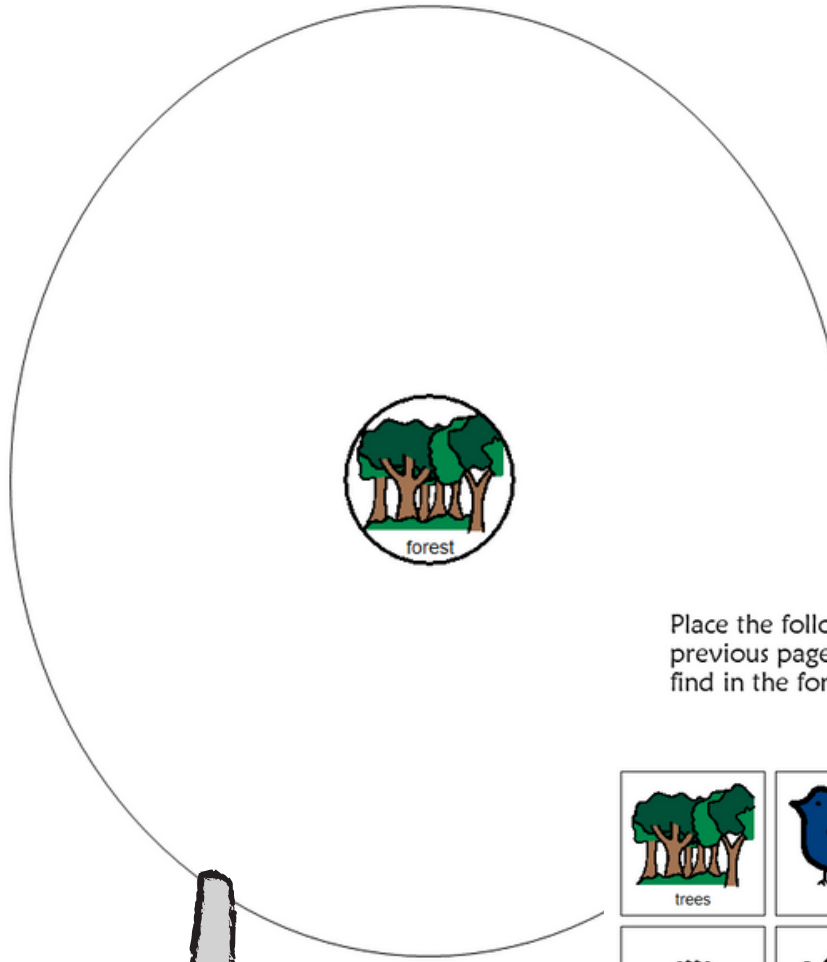
There are circle maps in this unit.

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





Jack and Annie find themselves in the forest. What are some things you might find in the forest.



Place the following pictures in the circle map on the previous page to show what things you might find in the forest.

Errorless version



Place the following pictures in the circle map on the previous page **ONLY IF** it shows something you might find in the forest.



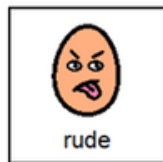
Each circle map comes with 2 choices:

An errorless option with only correct answers



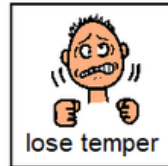


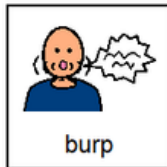


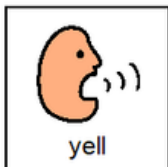

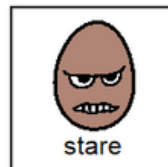
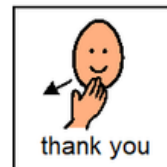

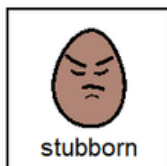
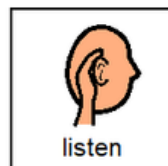
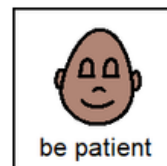
An option that has wrong answers mixed in students will need to set aside.



Look at actions on the next page. Which would be considered polite, and which would be rude?



Sort the following pictures into the correct column on the previous page. If you are not sure, place it on the middle line.









 <p>please be quiet</p>	 <p>say please</p>	 <p>lose temper</p>	 <p>excuse me</p>
 <p>argue</p>	 <p>burp</p>	 <p>excuse me</p>	 <p>ignore someone</p>
 <p>yell</p>	 <p>tease</p>	 <p>stare</p>	 <p>thank you</p>
 <p>thank you card</p>	 <p>stubborn</p>	 <p>listen</p>	 <p>be patient</p>

There are sorting activities.


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



Sometimes instead of money, people will trade things they have or a skill they can do. Look at each person below, what is something you think they would have or could do which they could trade.

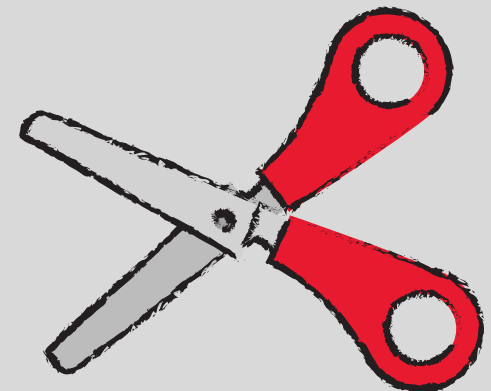
 baker	<input type="text"/>	 carpenter	<input type="text"/>
 farmer	<input type="text"/>	 veterinarian	<input type="text"/>
 cowboy	<input type="text"/>	 librarian	<input type="text"/>
 barber	<input type="text"/>	 dentist	<input type="text"/>

Match each object or skill to the person who would likely have it to trade.

 haircut	 medicine	 toothbrush	 nails
 magazine	 boots	 muffin	 corn

There are matching activities.

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



# My trip in the magic treehouse

I looked in a book about  and make a wish.

I wanted to  the people there.

I went down the ladder, to see the .

I took a magic  with me.

When it was time to go back home, I felt .



Ireland	outer space	an island	a pirate ship	the desert
inspire	help	meet	teach	learn about
city	country	people	stadium	stars
camera	harmonica	pen & paper	notebook	apple
sad	exhausted	excited	happy	upset

All of the Magic Tree House units end with a writing prompt. These are errorless activities. Students will write a story about their trip in the treehouse. Different pictures are used for each novel.

1. Where are Jack and Annie heading?



2. What are Jack and Annie supposed to do to Augusta?



3. What magical thing do Jack and Annie take with them?



4. When they get to the Big House, who does Annie say sent them?



5. Who had Augusta been delivering food to?



Chapter references for each question

Question	Chapter
1	1
2	1
3	1
4	2
5	3
6	3
7	4
8	5
9	5
10	6
11	6
12	6
13	7
14	8
15	9
16	9
17	9
18	10
19	10
20	11

Finally this unit does come with 20 comprehension questions.

There is a guide that references which chapter each question came from.

Answer key included!!



I realize there will be some students out there unable to do cutting activities. I have a blog post with ways to complete activities without a pair of scissors!!

**[Click Here to read more!!](#)**