

Special Ed

A Wolf Called Wander



20 activities

chapter questions



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.



Table of Contents

| Worksheet pages | Activity | Chapter |
|-----------------|---------------------------------------|---------|
| 4 | Suggestions for use | |
| 5 | Story board | |
| 6 | Title and Author | |
| 7-9 | Facts about wolves | 1 |
| 10-11 | Foods wolves eat | 2 |
| 12-13 | Fast and slow animals | 3 |
| 14 | Dangers Swift faces | 4 |
| 15-16 | Animals that travel in packs or alone | 5 |
| 17-18 | Wants and needs | 6 |
| 19-21 | How to communicate without words | 7 |
| 22 | Ways to get something | 8 |
| 23 | Difficult choices | 9 |
| 24-26 | Animals that eat fish | 10 |
| 27-28 | How animals communicate | 11 |
| 29-30 | Metaphors Swift uses | 12 |
| 31-33 | Ways to send a warning | 13 |
| 34-36 | Things around and in a lake | 14 |
| 37-38 | Animals born alive or hatch from eggs | 15 |
| 39-42 | Mountain Lions | 16 |
| 43-44 | Match prints | 17 |
| 45-46 | Personification | 18 |
| 47-48 | Trace the route Swift traveled | 19 |
| 49-50 | The Pack | 20 |
| 51-53 | Additional novel units | |
| 54-55 | Terms of use | |

This novel unit has **20 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.

Swift sees prints by the creek. Match the following animals or people with their footprints.

| | | | |
|--|--------------------------|--|--------------------------|
| | <input type="checkbox"/> | | <input type="checkbox"/> |
| | <input type="checkbox"/> | | <input type="checkbox"/> |
| | <input type="checkbox"/> | | <input type="checkbox"/> |
| | <input type="checkbox"/> | | <input type="checkbox"/> |

Match the animal with the print on the previous page.

| | | | |
|----------|----------|-----------|-----------|
| duck | frog | tiger | horse |
| deer | boy | snake | wolf |

For example, Swift is excited when he finds a wolf print in the mud by the creek. In this activity, students will match common prints with the animal/person who made them.

Suggestions for Use

- I made this unit to go along with the book, *A Wolf Called Wander* by Rosanne Parry.
- 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. 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 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.

A Wolf Called Wander

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.*

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



This unit comes with a vocabulary board.

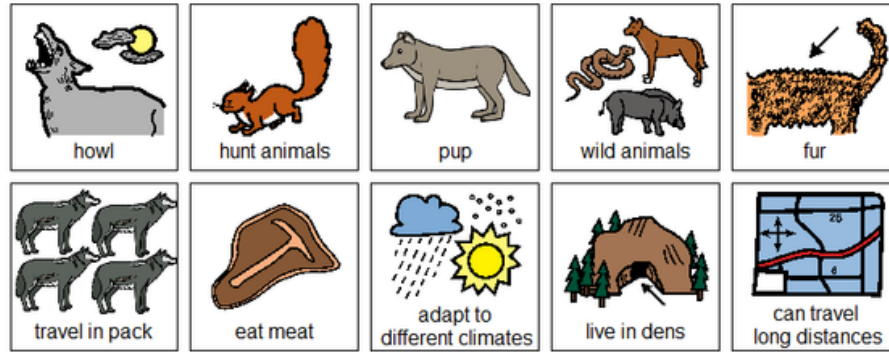
Vocabulary boards are great for ALL students to assist with participation and engagement in group discussions.

Tips on how to use in the unit!!

What are some things you know about wolves?

errorless

Place the following in the circle map showing facts about wolves.



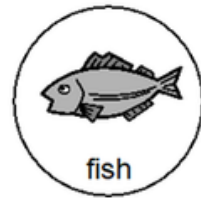
Place the following on the previous page **ONLY IF** they are true about wolves.



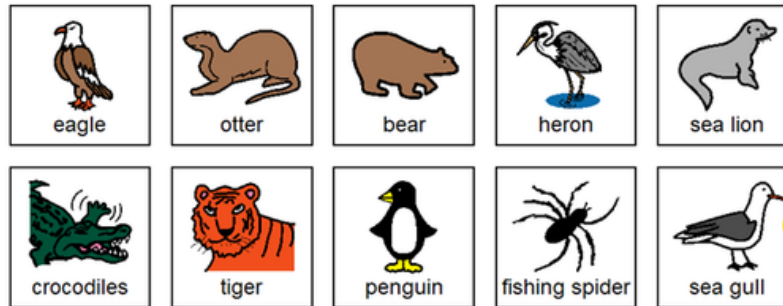
There are circle maps in this unit. Circle maps are a great way for students to see a big idea.



What are some animals that normally eat fish as part of their diet?



Place the pictures in the circle map on previous page to show animals that eat fish.

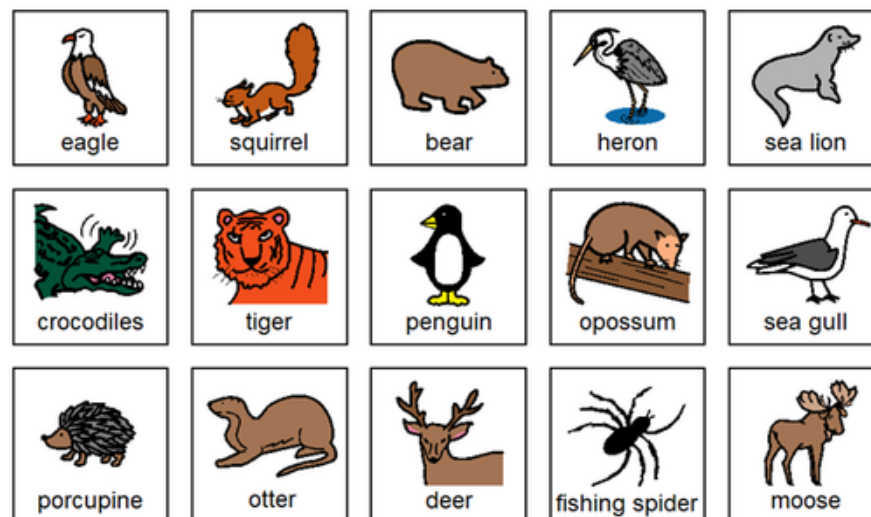


errorless

Each circle map comes with 2 choices:

An errorless option with only correct answers

Place the pictures in the pond on the previous page **ONLY IF** they are animals that normally eat fish.


















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

Sort the foods into those that you think a wolf would eat and those that they would not.

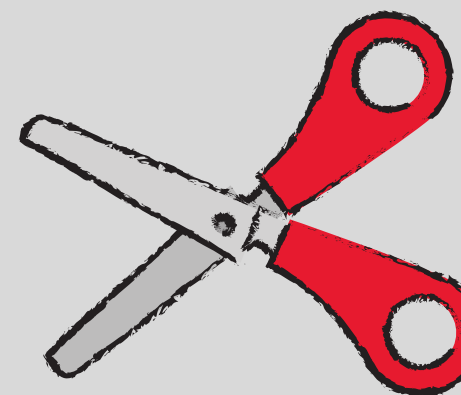


Sort the foods into the correct column on the previous page. If you are not sure, place it on the middle line.

| | | | | |
|---|--|--|---|--|
|  rabbit |  deer |  berries |  squirrel |  mushrooms |
|  watermelon |  wild turkey |  porcupine |  grass |  elk |
|  moose |  leaves |  pine cone |  pheasant |  worm |

There are sorting activities.

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



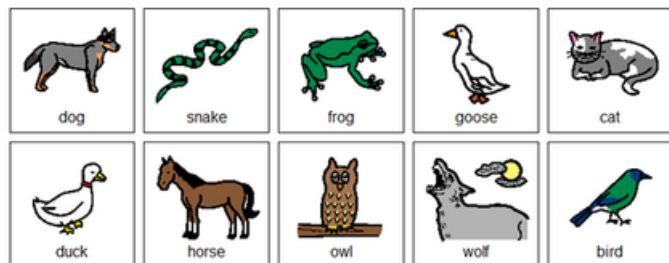
Match the animal to each sound it makes.

| | | | |
|-------|--------------------------|--------|--------------------------|
| bark | <input type="checkbox"/> | meow | <input type="checkbox"/> |
| hoot | <input type="checkbox"/> | neigh | <input type="checkbox"/> |
| hiss | <input type="checkbox"/> | growl | <input type="checkbox"/> |
| tweet | <input type="checkbox"/> | ribbit | <input type="checkbox"/> |
| quack | <input type="checkbox"/> | honk | <input type="checkbox"/> |

There are matching activities.

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

Match the sound that each animal makes.



The Pack

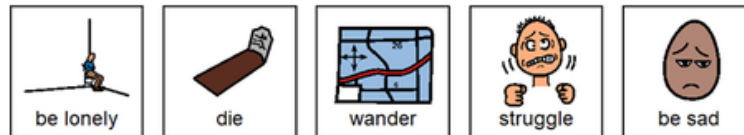
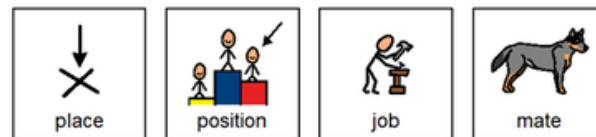
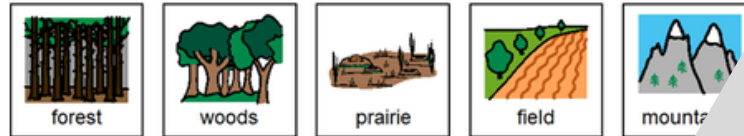
The wolves would travel in a pack through the .

They would hunt .

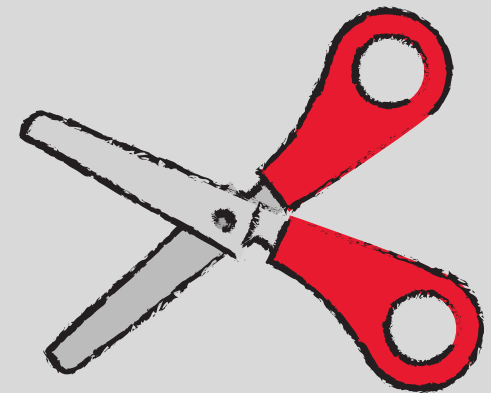
The pack would protect .

Each wolf had a in the pack.

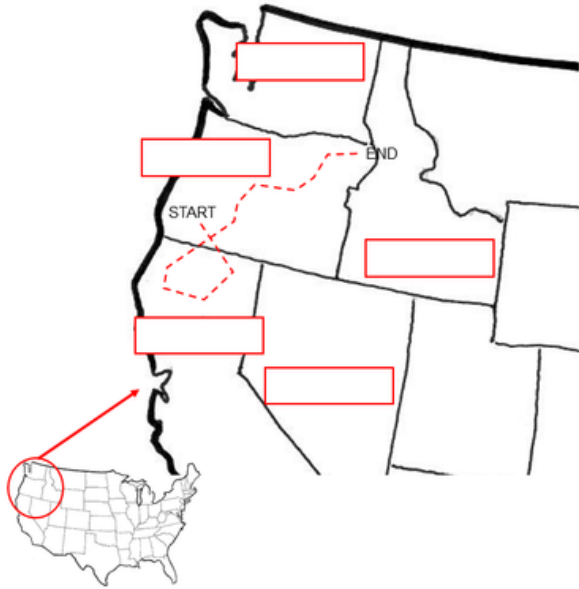
Without the pack, wolves would .



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



Label the map below and trace the route Swift took to get to his new home.



| | | |
|------------|--------|--------|
| Washington | Idaho | Oregon |
| California | Nevada | |

CH 19

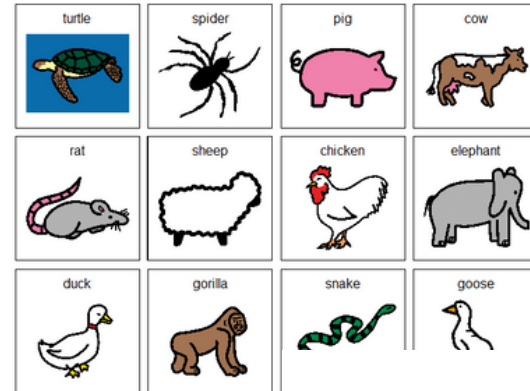
Sometimes we have to make difficult decisions. Look at each scenario and circle what your decision would be. There is no right or wrong answer.

| | |
|---|--|
| <p>What kind of party would you rather have?</p> | <p>What type of pet would you like to have?</p> |
| <p>When you have free time, what do you like to do?</p> | <p>Who would you most want to go to the movies with?</p> |
| <p>What type of music do you like to listen to?</p> | <p>Where do you like to go on vacation?</p> |
| <p>Which would you like to learn how to do?</p> | <p>On the weekends, which do you like to do?</p> |

Swift sees the foal being born. Some animals are born alive and some hatch from eggs. Sort the animals on the next page into the correct column.



Cut apart the pictures and sort into correct column depending if the babies are born alive or hatch from eggs on previous page. If you are not sure, place it on the middle line.



CI

What are some animals that like to travel and live alone or like to live and travel in groups.

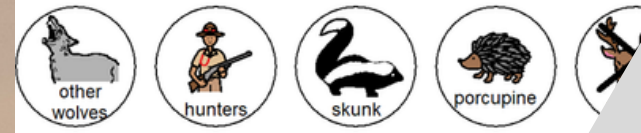
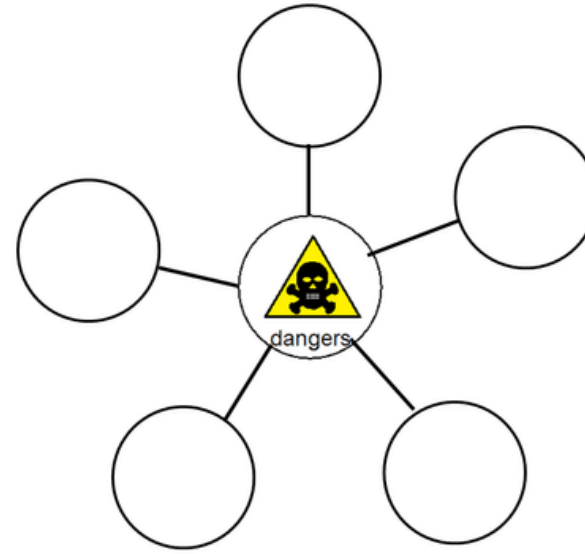


CH 15

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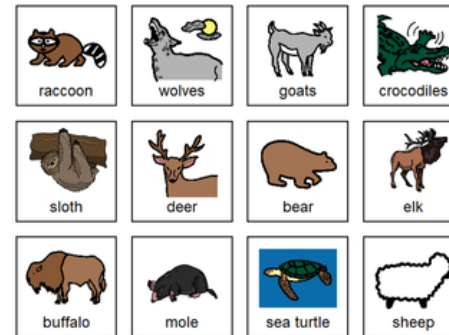
Answer Key:
 Alive: pig, cow, rat, sheep, elephant, duck, gorilla, snake, goose
 Eggs: turtle, spider, chicken, duck

What are some dangers the Swift and his family faced?



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



Answer Key:
 • Alone
 • Raccoon
 • Crocodiles
 • Sloth
 • Bear
 • Mole
 • Sea turtle
 • In groups
 • Wolves
 • Goats
 • Deer
 • Elk
 • Buffalo
 • sheep

CH 5

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

CH 9

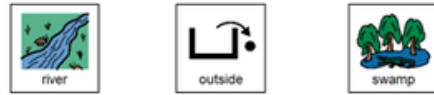
1. What is covering Mother's fur?



2. What does Mother feed her pups?



3. Where does Swift want to go?



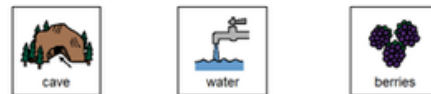
4. Who do the pups go outside to meet?



5. Does Swift like the red lump of meat Father throws up?



1. What does Swift need that finally makes him get up?



2. What smell stops Swift on his way to get water?



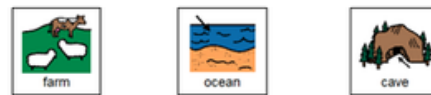
3. What is circling around Swift?



4. Does Swift follow the raven?



5. Where does the raven lead Swift?



This unit does come with comprehension questions. There are 3 questions for every 2 chapters. Each question has 3 picture choices. They are in color and black and white.

Answer key included!!