

Special Ed

FRANKENSTEIN



28 activities

**5 questions/
chapter**





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
5	Suggestions for use	
6	Story board	
7	Title and author	
8-9	Similes	1
10-12	Things in a graveyard	1
13-15	Perseverance	1
16-18	Sources of light	2
19-20	Writing with adjectives	2
21-22	Things that are beautiful	2
23	Delirious	3
24-25	Things to do when you feel lonely	4
26-27	I thought I saw a monster	4
28	Things people do when scared	4
29-31	Ways to stay warm	5
32	Necessities	5
33-35	Things you can do with a friend	6
36	Others words for hate	6
37	What is revenge?	7
38	Doing the right thing	8
39	Vote: Do you think Justine did the right thing?	8
40-43	I promise social story	9

Table of Contents

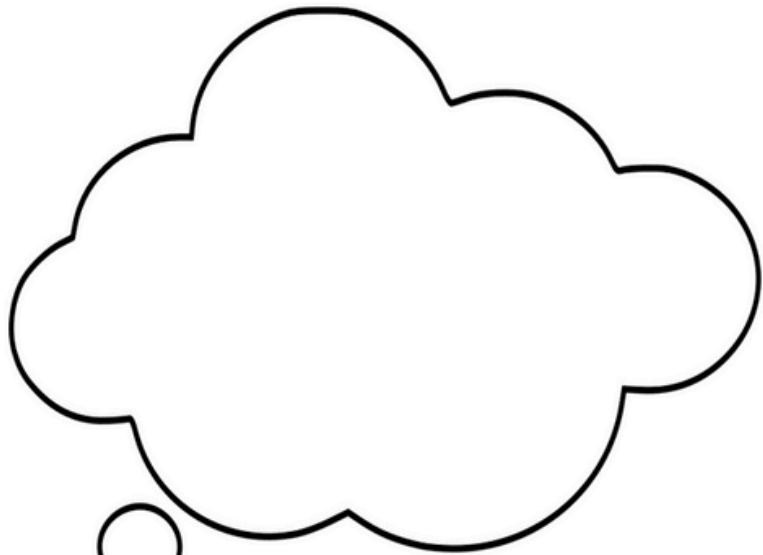
Worksheet pages	Activity	Chapter
44-45	Accident or on purpose	9
46	Parts needed to make a human being	1
47-48	Difficult choices	
49	What is a threat	
50-51	Good and evil deeds	
52-53	Good news or bad news	
54-55	Feeling very sad	
56	A victim is someone who...	14
57-58	Fair punishments	14
59	Using a different version of the book: Suggestions	
60-62	Additional novel units	
63-64	Terms of Use	



Note: I used the Young Collector's Illustrated Classics edition to create this novel study. The ISBN is 1-56156-309-9.

This novel unit has **28 different activities**. These activities are **NOT** comprehension-based. So, even if your students do not pay attention, they can still complete the activity.

When I Feel Lonely, I Can



CH 4

Christa Joy, Special Needs for Special Kids
The Picture Communication Symbols ©1981–2019 by Tobii Dynavox. All Rights Reserved
Worldwide. Used with permission. Boardmaker® is a trademark of Tobii Dynavox

24

Choose some of the pictures below you would like doing when you feel lonely, or draw your own.

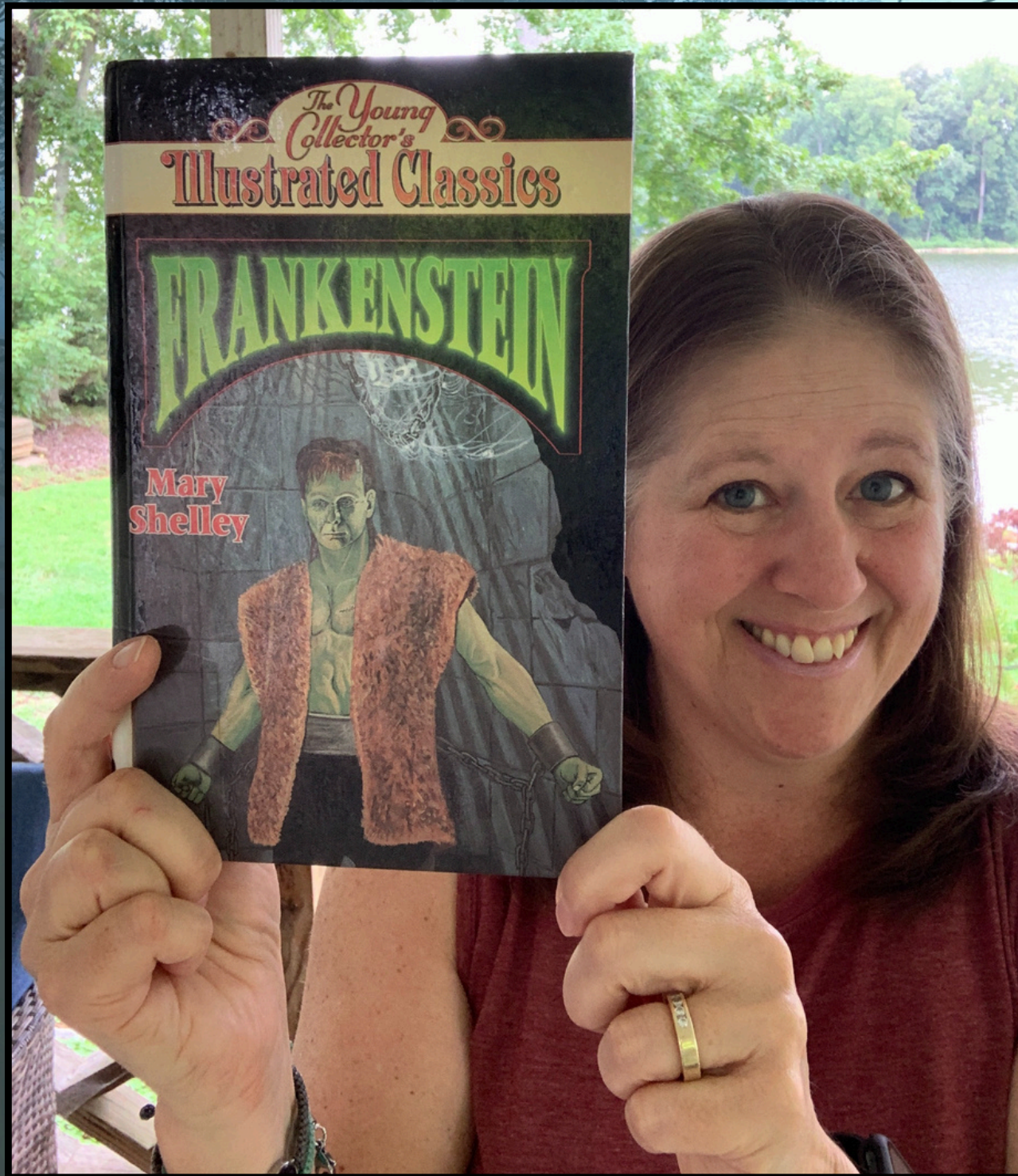


CH 4

Christa Joy, Special Needs for Special Kids
The Picture Communication Symbols ©1981–2019 by Tobii Dynavox. All Rights Reserved
Worldwide. Used with permission. Boardmaker® is a trademark of Tobii Dynavox

25

For example, students will think about things they can do when they feel lonely (like the giant did.)



I used a young reader's edition of this novel. It had 14 chapters.

The ISBN is 1-56156-309-9

Suggestions for Use

- I made this unit to go along with the book, *Frankenstein* by Mary Shelly.
- 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 one or more activities for each chapter. 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.

Color version

Frankenstein

Novel Unit
for Special Education

By
Christa Joy
Special Needs for Special Kids



Christa Joy, Special Needs for Special Kids

The Picture Communication Symbols ©1981–2019 by Tobii Dynavox. All Rights Reserved
Worldwide. Used with permission. Boardmaker® is a trademark of Tobii Dynavox

2

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.






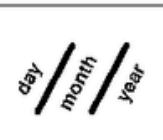




Tips on how to use in the unit!!

What are some things that you might find in a graveyard?






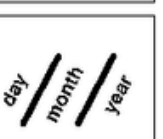
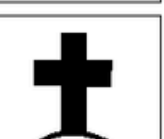





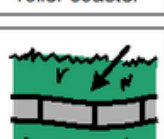




errorless

Place the following in the circle map on the previous page showing things that you would find in a graveyard.

 tombstones	 people	 spirits	 flowers	 vault
 dates	 cross	 paths	 tree	 chapel

Place the following in the circle map on the previous page **ONLY IF** you think they would be things you would find in a graveyard.

 tombstones	 merry-go-round	 spirits	 flowers	 vault
 dates	 cross	 roller coaster	 tree	 tiger
 playground	 people	 paths	 video game	 chapel

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

What are some good things you can do with a friend?



Errorless Option

Place the following in the circle map on the previous page, showing things you could do with a friend.

play a game	play cards	soccer game	explore	go to playground
celebrate	pizza party	watch a movie	go shopping	eat lunch

Place the following in the circle map on the previous page **ONLY IF** they are things you could do with a friend.

play a game	play cards	soccer game	read	go to playground
shower	pizza party	brush teeth	go shopping	eat lunch
celebrate	go to bathroom	watch a movie	explore	be alone

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.

Sort examples of good vs evil deeds.





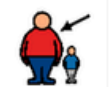











Sort into the correct column on the previous page. If you are not sure, put it on the middle line.

 steal	 rescue	 hit others	 help	 fight
 yell	 give	 share	 mean	 hug
 take care of	 take	 keep a secret	 cheer	 bite others















There are sorting activities.

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

Draw a line to the picture that would best finish the simile.

 as quiet as a	 lightning
 as big as a	 mouse
 as pretty as a	 house
 as happy as a	 picture
 as brave as a	 bird
 as free as a	 clam
 as quick as	 lion

Trace the line to the picture that would best finish the simile.

 as quiet as a	 lightning
 as big as a	 mouse
 as pretty as a	 house
 as happy as a	 picture
 as brave as a	 bird
 as free as a	 clam
 as quick as	 lion

There are matching activities.

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

I thought I saw a monster

I thought I saw a monster. It was in the

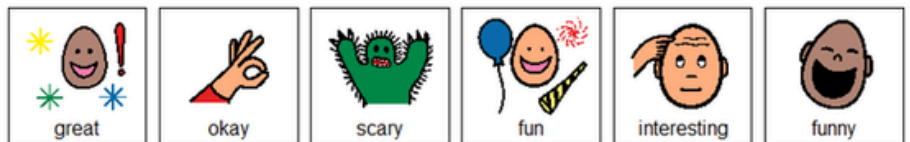
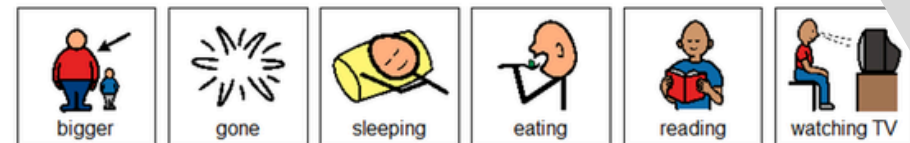
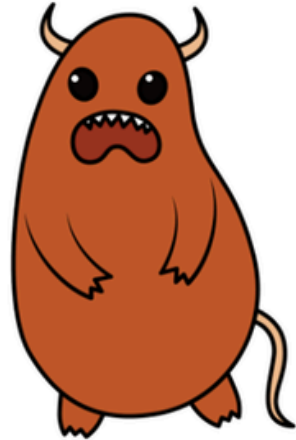
It was so

I ran to tell my

about it.

When we went back, it was

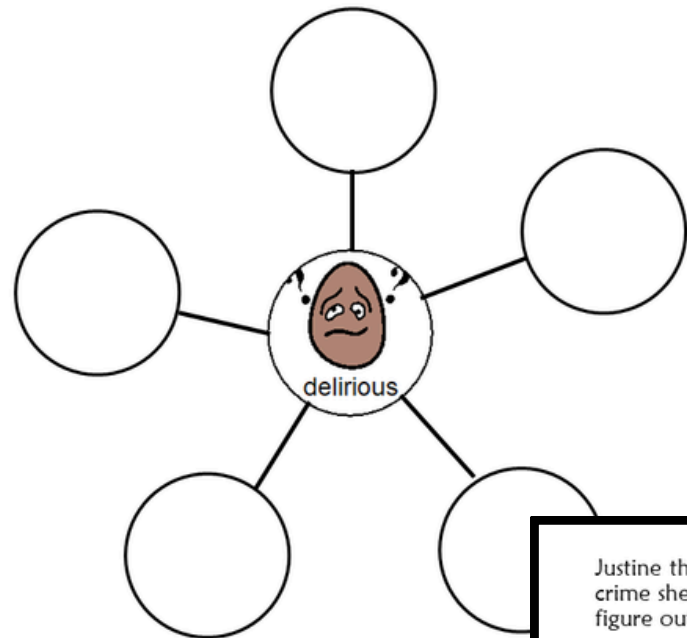
I think monsters can be



There are writing prompts.

These are errorless activities.

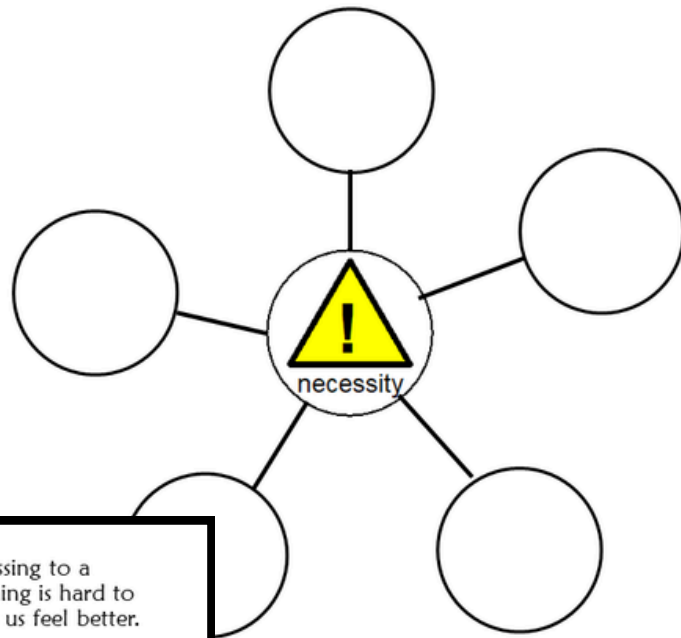
What does delirious mean?



CH 3

Christa Joy, Special Needs for Special Kids
The Picture Communication Symbols ©1981-2018 by Tobii Dynavox. All Rights Reserved
Worldwide. Used with permission. Boardmaker® is a trademark of Tobii Dynavox

The family in the cabin is struggling getting the necessities. What would most people consider necessities?



Christa Joy, Special Needs for Special Kids
The Picture Communication Symbols ©1981-2018 by Tobii Dynavox. All Rights Reserved
Worldwide. Used with permission. Boardmaker® is a trademark of Tobii Dynavox

Justine thinks she is doing the right thing by confessing to a crime she did not commit. Sometimes the right thing is hard to figure out, but doing the right thing usually makes us feel better.

Doing the right thing can be



Doing the right thing can be



Doing the right thing is



Doing the right thing will make you feel



CH 8

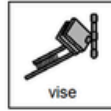
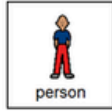
Christa Joy, Special Needs for Special Kids The Picture Communication Symbols ©1981-2019 by Tobii Dynavox. All Rights Reserved Worldwide. Used with permission. Boardmaker® is a trademark of Tobii Dynavox

38

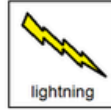
Because there are so many activities, you can choose the ones that fit your students the best.

CH 2

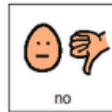
1. What had Frankenstein built?



2. What filled the room with bright blue light?



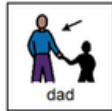
3. Was the thing under the sheet alive?



4. How had Frankenstein tried to make the creature look?

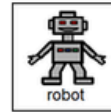


5. What did Frankenstein call the thing he created?



CH 3

1. What did Frankenstein actually create?



2. Who did Frankenstein meet in the streets?



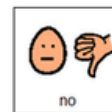
3. What did Frankenstein do when he saw Henry?



4. Where did Henry take Frankenstein?



5. Was the monster still in Frankenstein's room?



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!!