

OUT OF MY DREAMS



45 activities

5 questions/
2 chapters



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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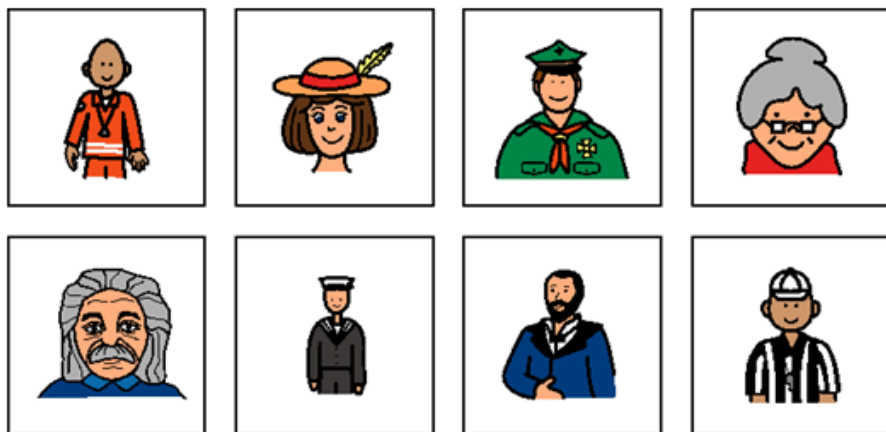
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This novel unit has **45 different activities**. These activities are **NOT** comprehension-based. So, even if your students do not pay attention, they can still complete the activity.

Melody likes watching the people. Match the person to each description below.

I saw a woman who looked just like Mrs. Claus.		I saw a doctor wearing a stethoscope.	
I saw a man who must have been coming from refereeing.		I saw a man with a bushy mustache.	
I saw a woman wearing a hat with a feather.		I saw a Boy Scout with a big smile.	
I saw a naval officer heading home on break.		I saw a man in a suit who looked important.	



For example, Melody describes all the different people she sees in the airport.

Here, students will match the person with a description.

Each time you finish 1-2 chapters, there will be an activity for your students to complete.

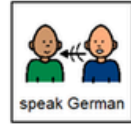
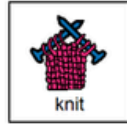
The activity will relate to something from that chapter.

These are cut-and-paste activities supported by pictures.

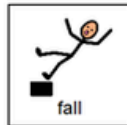
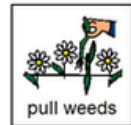
Optional: Quiz students' comprehension by having them answer 5 multiple-choice questions about those chapters.

CH 4-5

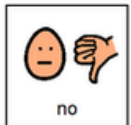
1. What is Melody teaching herself when she watches TV?



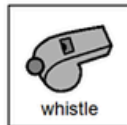
2. What did Melody see Miss Gertie do?



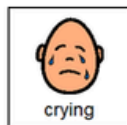
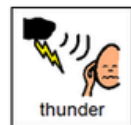
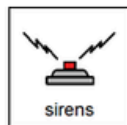
3. Could anyone hear Melody calling for help?



4. What did Melody use to call for help?



5. What could Melody hear in the distance?



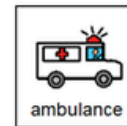
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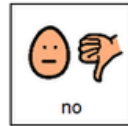
CH 5-6

CH 6-7

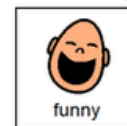
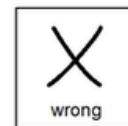
1. What showed up at Miss Gertie's house?



2. Is Miss Gertie going to be okay?



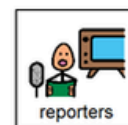
3. What does everyone think about what Melody



4. What did they learn about Miss Gertie?



5. Who kept calling Melody's house?



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CH 6-7

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This unit includes comprehension questions. There are 5 questions for every 2 chapters. Each question has 3 picture choices. They are in color and black and white.

Answer key included!!

Suggestions for Use

- I made this unit to go along with the book, *Out of My Dreams*, by Sharon Draper.
- The thought is that you would be reading it aloud to your class at a rate of about 2 chapters per day.
- Be sure to give each student their own copy of the storyboard (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 that their child is being exposed to age-appropriate material, but you are also teaching them how to sit quietly, which will hopefully carry over at 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 your students best.
- 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 in a certain color and then outline the corresponding pictures in the same color.
 - Becomes a matching task.
- There are comprehension questions to accompany this unit. There are 5 questions per 1-2 chapters, 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.

Out Of My Dreams

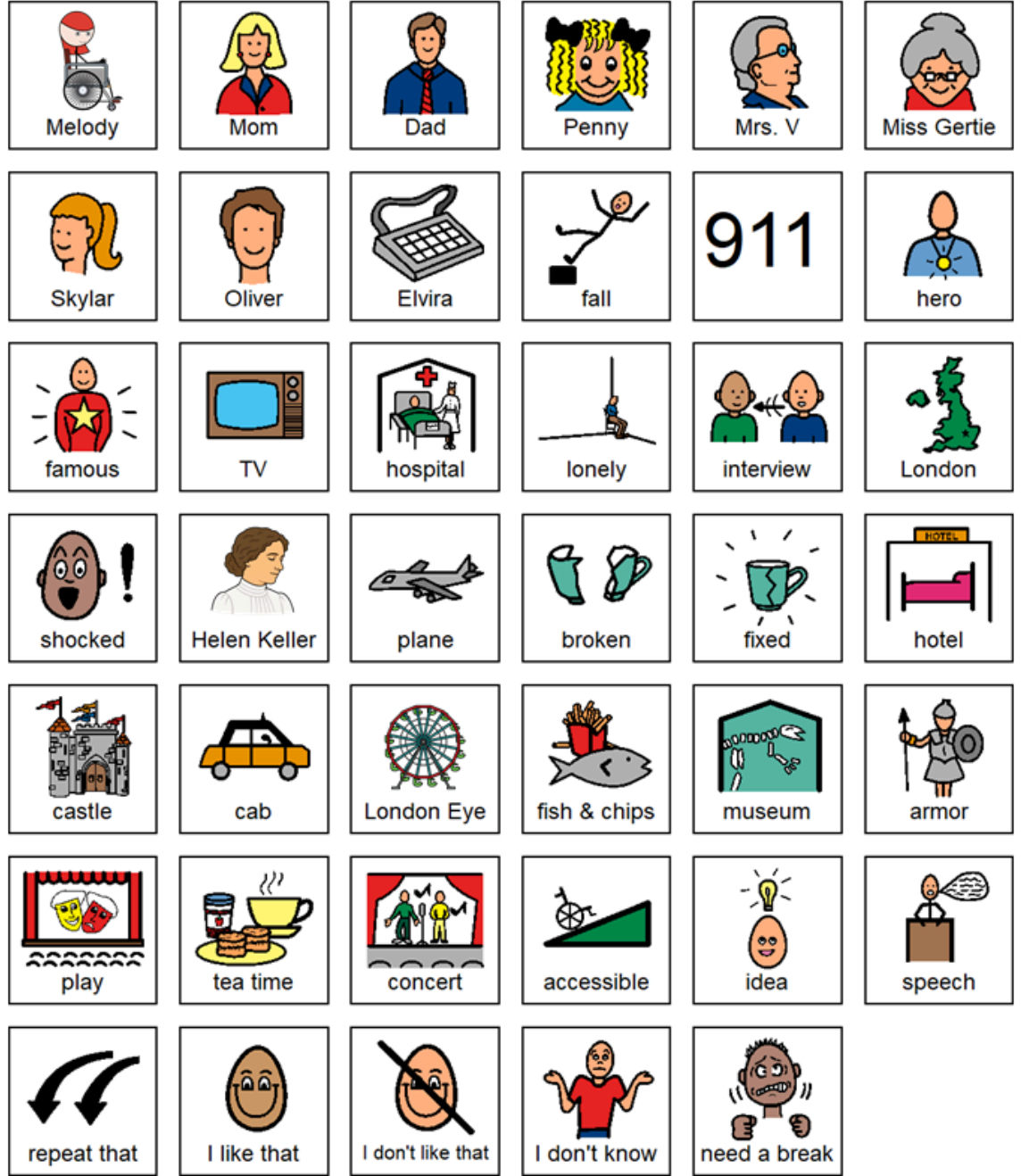
Novel Unit
for Special Education

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.

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



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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!!

What are some common English foods?

ERRORLESS VERSION



 fish and chips	 bangers & mash	 shepherd's pie	 Yorkshire pudding	 English muffin
 beans on toast	 trifle	 scone	 sausage roll	 toad in the hole

 taco	 bangers & mash	 shepherd's pie	 Yorkshire pudding	 enchiladas
 beans on toast	 trifle	 pierogi	 sausage roll	 toad in the hole
 fish and chips	 lasagna	 scone	 sushi	 English muffin

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

**WRONG ANSWERS
MIXED IN**

We all have memories about the past. Sort the following into whether you think they would be good memories or bad memories.



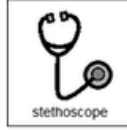
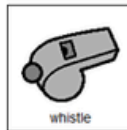
Sort the pictures into the correct column on the previous page.

 <p>birthday party</p>	 <p>bad storm</p>	 <p>Christmas</p>	 <p>vacation</p>	 <p>nightmare</p>
 <p>sick</p>	 <p>sledding</p>	 <p>getting a shot</p>	 <p>pizza party</p>	 <p>I win!</p>
 <p>watching TV</p>	 <p>hurt</p>	 <p>I'm lost</p>	 <p>field trip</p>	 <p>in trouble</p>

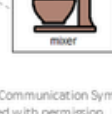
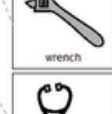
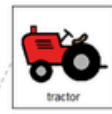
There are sorting activities.

Directions for adding color coding or a separate differentiated version are included.

People use different tools to get different jobs done. Match the tool to the person who would typically use it.



People use different tools to get different jobs done. Match the tool to the person who would typically use it.



There are matching activities.

Directions for adding color coding or a separate differentiated version are included.

A Rainy Day



I rainy days.

I like to in the rain.

Sometimes, I will take a with me.

My Mom makes me wear in the rain.

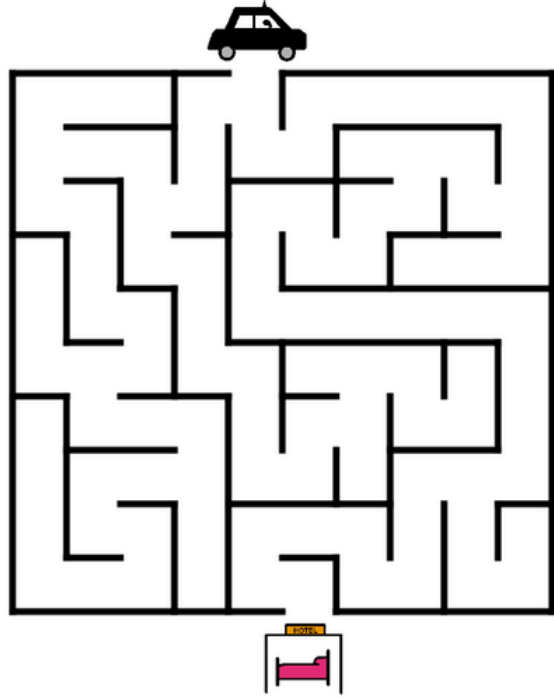
I always look for puddles to in.

love	hate	don't like	like	I don't care about	wish for
dance	run	sing	jump rope	play	splash
friend	umbrella	raincoat	hat	pair of rain boots	rubber duck
raincoat	rain boots	hat	a poncho	a sweater	boots
jump	splash	play	run	dance	stand

There are writing prompts.

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

Help the Teddy find his way back to the hotel.

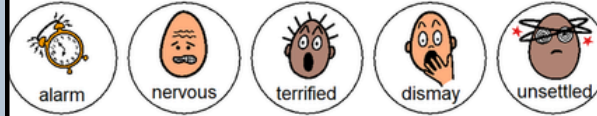
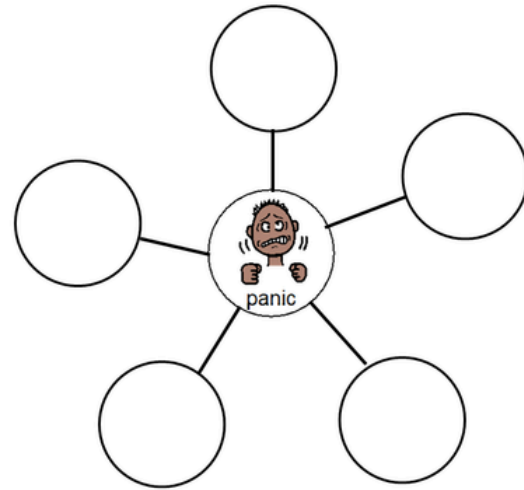


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Melody starts to panic when the helmet gets stuck on her head. What does panic look like?

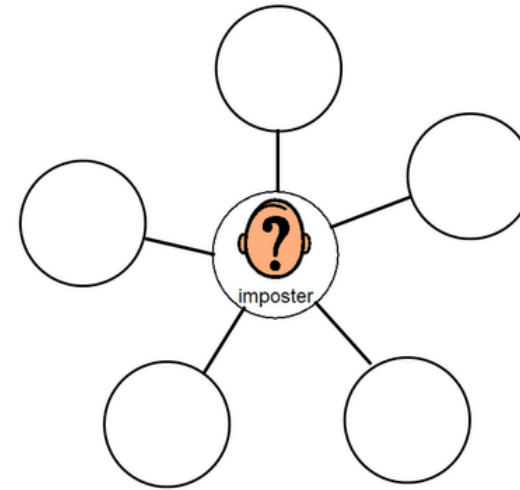


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What is an imposter?



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

Circle the picture that illustrates what the idiom means.

1. My driving test was a piece of cake.



2. It was raining cats and dogs.



3. I told her to break a leg.



4. He was born with a silver spoon in his mouth.



5. We were all ears as the astronaut started talking.

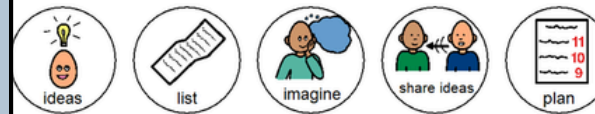
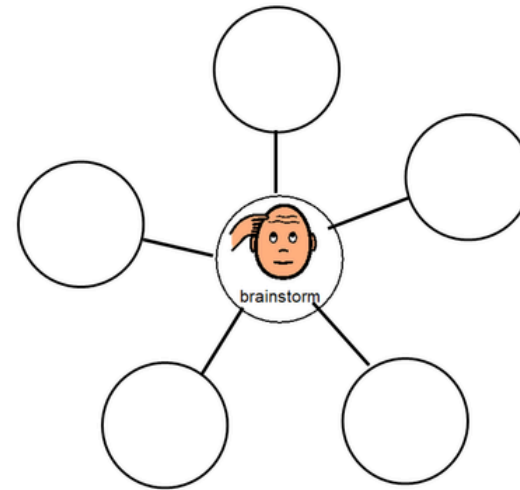


CH 31-32

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What does it mean to brainstorm?



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