

# WRITTEN IN BONE



20 activities

10 questions/  
chapter



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.

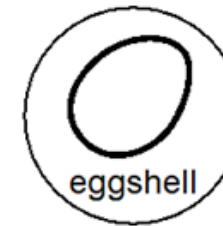
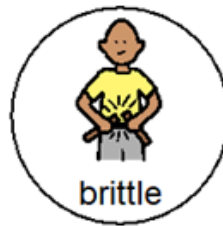
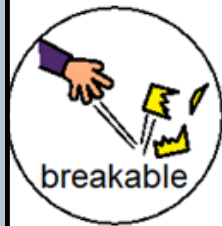
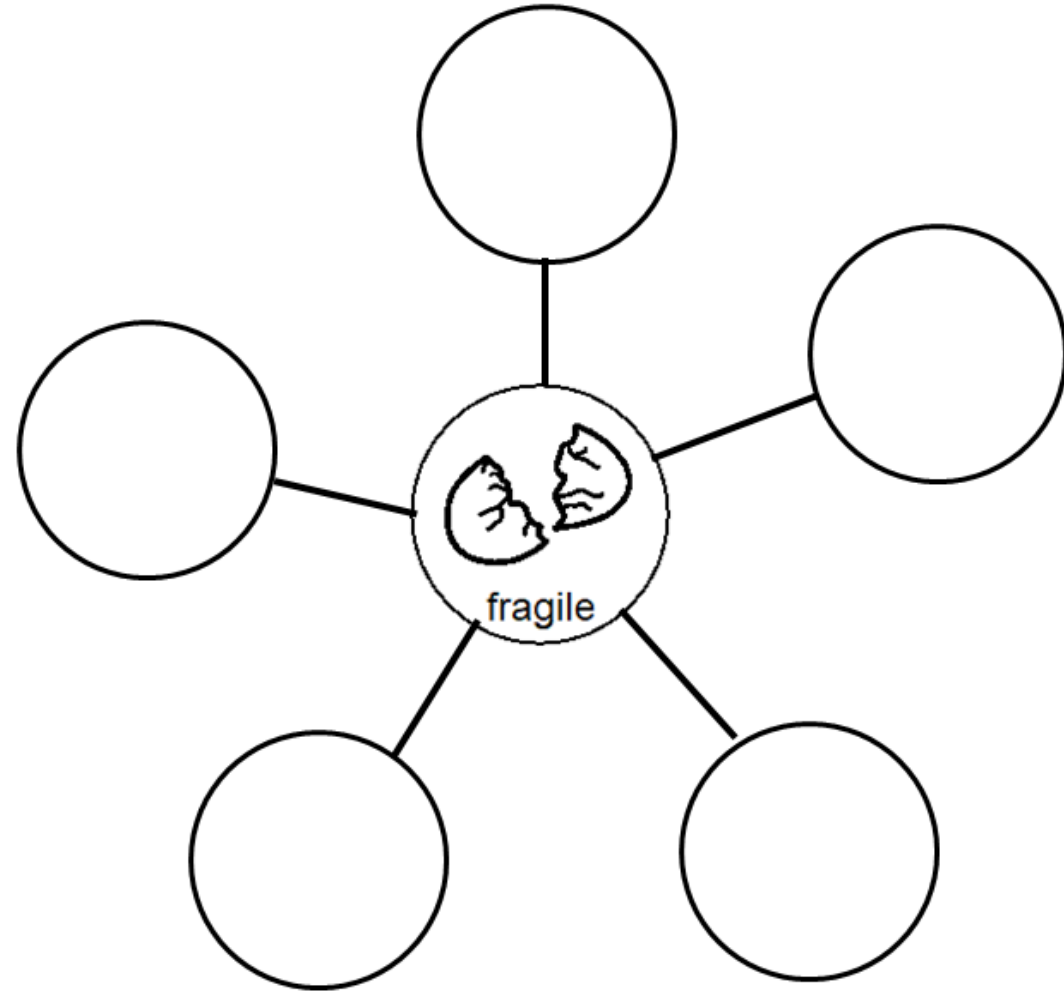


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This novel unit has **20 different activities**. These activities are **NOT** comprehension-based. So, even if your students do not pay attention, they can still complete the activity.

The bones were incredibly fragile. What does fragile mean?



For example, students will complete a word map on the word, fragile.

This is an errorless activity.

Each time you finish a chapter, there will be 2-3 activities for your students to complete.

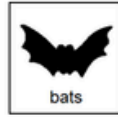
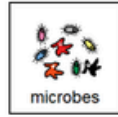
The activity will relate to something from that chapter.

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

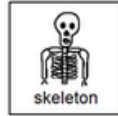
**Optional:** Quiz students' comprehension by having them answer 10 multiple-choice questions about that chapter.

## CH 2

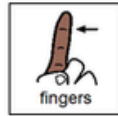
1. What causes the decay of a body once someone dies?



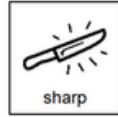
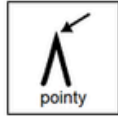
2. What is left behind after most of the decay happens?



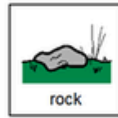
3. What do scientists try to uncover first when they find a body?



4. What types of tools do they use?



5. Pedestaling means leaving the bones on a thin pile of \_\_\_\_\_.



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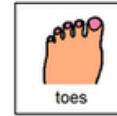
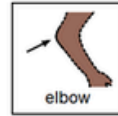
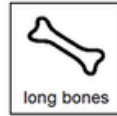
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## CH 2

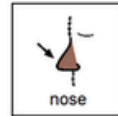
6. What could they tell by the straightness of JR1225B's legs?



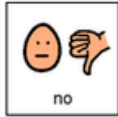
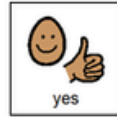
7. What do scientists examine to determine the approximate at which the person died?



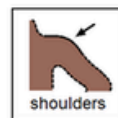
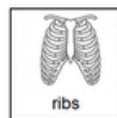
8. What else can they use to help determine the age?



9. Can they tell if the bones belonged to a boy or a girl?



10. Which bone do they examine to determine the body's ancestry (country of origin)?



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This unit includes comprehension questions. There are 10 questions for every chapter. 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, *Written in Bone*, by Sally M. Walker.
- The thought is that you would be reading it aloud to your class at a rate of about ½ - 1 chapter 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 a crucial 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.
  - 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 methodically. 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 specific 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 10 questions per 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.

# Written in Bone

for Special Education

By

Christa Joy

Special Needs for Special Kids



Christa Joy, SNSK

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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.



This unit comes with a vocabulary board.





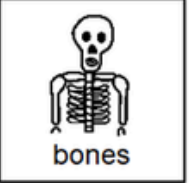


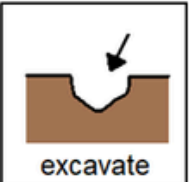
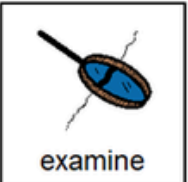
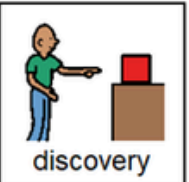
Vocabulary boards are great for ALL students to assist with participation and engagement in group discussions.





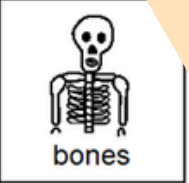



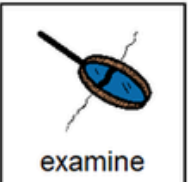


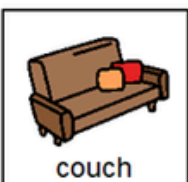
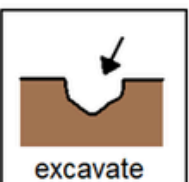


Tips on how to use in the unit!!

What is archaeology?

# ERRORLESS VERSION



 dig	 artifacts	 fossils	 shovel	 bones
 historical site	 brushes	 excavate	 examine	 discovery

 chef	 artifacts	 fossils	 shovel	 bones
 historical site	 brushes	 dentist	 examine	 discovery
 dig	 couch	 excavate	 snack foods	 McDonald's

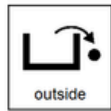
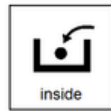
There are circle maps in this unit. Circle maps are a great way for students to see the big idea.

**WRONG ANSWERS  
MIXED IN**

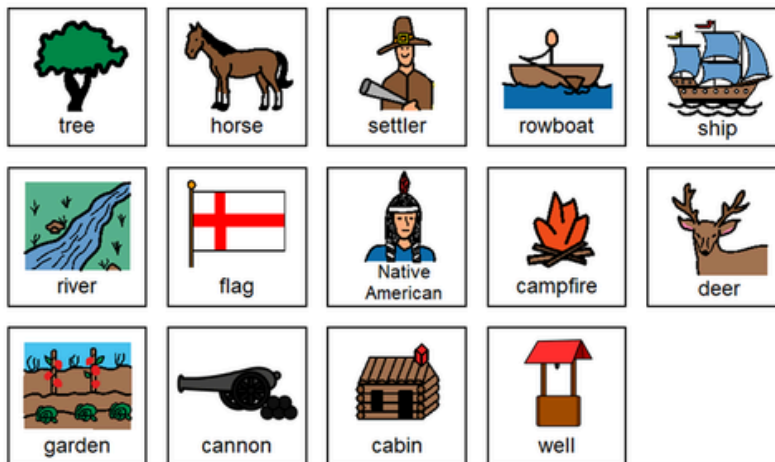
Use this image to sort things that are inside versus outside the fort.



Sort these pictures into the correct column.

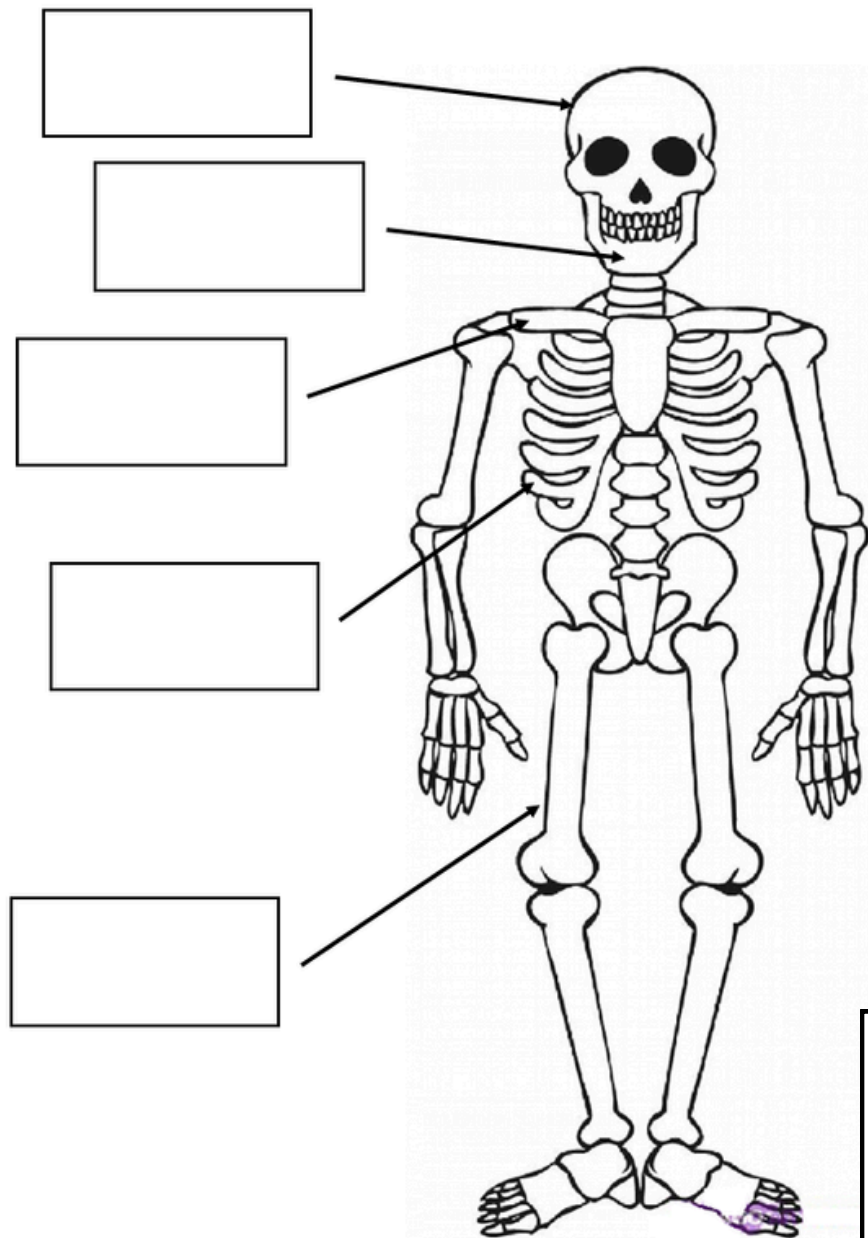


Sort these pictures into the correct column.



There are sorting activities.

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



CH 2

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Label some of the bones on the skeleton on the previous page.

skull	long bone (femur)	ribs
jaw	collar bone	

There are matching activities.

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

# Why History is Important





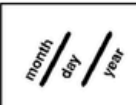










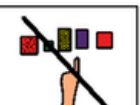






I  learning about history.

We can learn a lot from history, like important .

We also can remember those who were .

Sometimes, we learn  that were made.

Learning about history can be .

 like	 don't like	 love		
 people	 dates	 battles	 wars	 heroes
 brave	 strong	 smart	 soldiers	 killed
 mistakes	 bad decisions	 wrong choices	 accidents	
 fun	 important	 interesting	 difficult	 okay

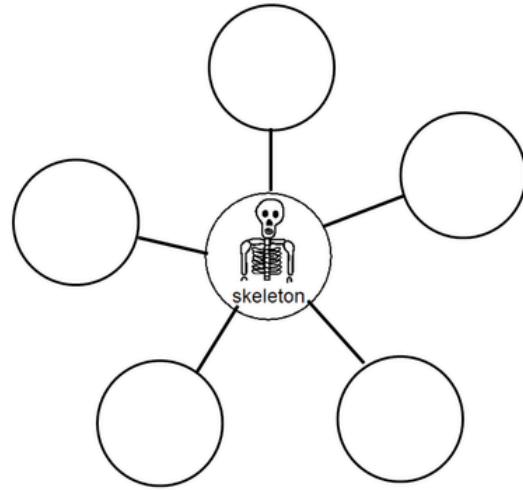
There are writing prompts.

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

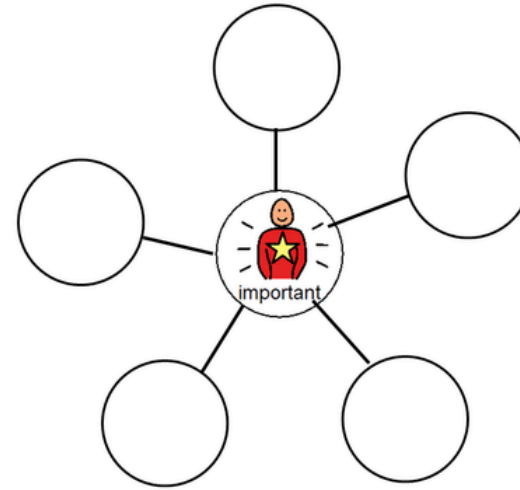
Color in the recreation of an African woman from the early colonies.



What can scientists learn from a skeleton?



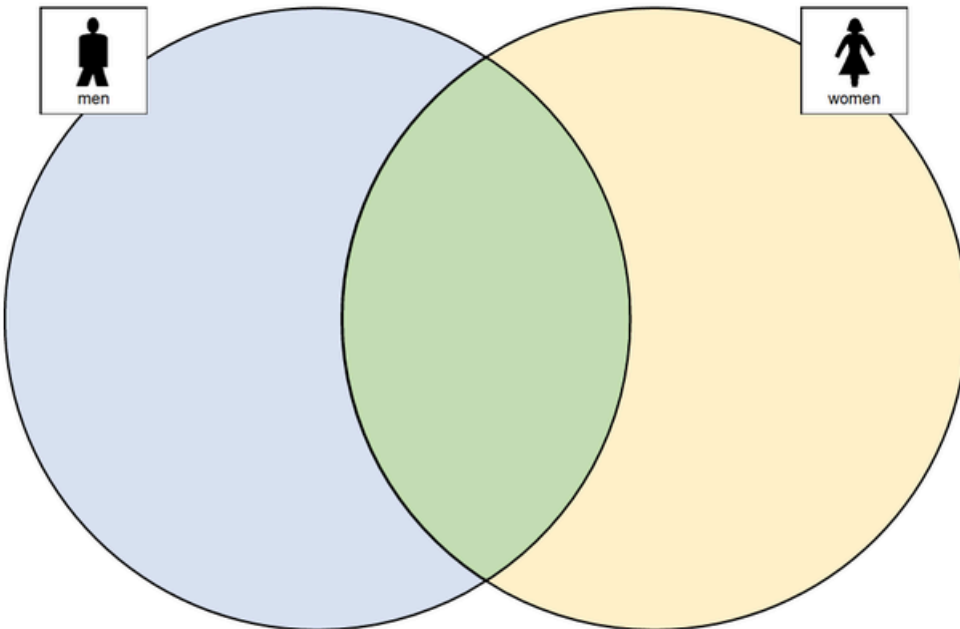
What are some signs scientists use to determine that the body found was that of an important person?



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

CH 8

Both men and women (especially African) did hard work in the early colonies. Place the jobs where you think they would go on the Venn diagram below.



37

Place the jobs where you think they would go in the Venn diagram.



Answer Key

Men:

- Clear land
- Remove trees
- Split logs
- Prepare soil
- Carry crops

Both:

- Use heavy tools
- Cut down weeds
- Harvesting
- Plant crops

Women:

- Grind corn
- Card wool
- Laundry