

THE TIME MACHINE



Special Needs for Special Kids

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.



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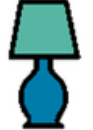
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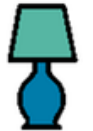
This novel unit has **20 different activities**. There is an activity for each vignette. These activities are NOT comprehension-based. So, even if your students do not pay attention, they can still complete the activity.

Complete the circle map below with things that create light.



ERRORLESS VERSION

 sun	 stars	 fire	 lamp	 light bulb
 light match	 flashlight	 candle	 lightning	 lighthouse

 sun	 turtle	 fire	 lamp	 light bulb
 bumble bee	 flashlight	 broccoli	 lightning	 lighthouse
 light match	 kitten	 stars	 grass	 candle

For example, the Morlocks are afraid of light.

In this activity, students will identify things that produce light. There are 2 versions.

WRONG ANSWERS
MIXED IN

Each time you finish a chapter, there will be an activity your students can do.

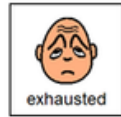
The activity will relate to something that occurred in the chapter.

These are cut-and-paste activities that are supported with pictures.

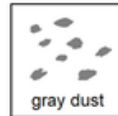
Optional: Quiz students' comprehension by having them answer 5 multiple-choice questions about that chapter.

CH 3

1. How did the Time Traveler look when he showed up at the dinner party?



2. What covered the Time Traveler's clothes?



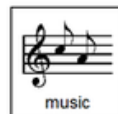
3. What was on the Time Traveler's feet?



4. What did the Time Traveler insist he do before he would tell his story?



5. The Time Traveler would only tell his story if the men agreed to _____.



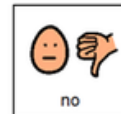
Christa Joy, SNSK

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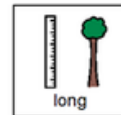
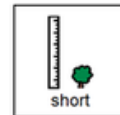
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CH 4

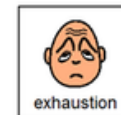
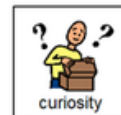
1. Was the Time Traveler's first attempt to travel through time a success?



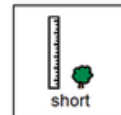
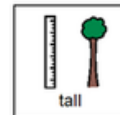
2. Did he end up a short or far distance in the future?



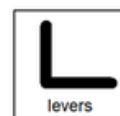
3. The Time Traveler's fear turned into _____ after he landed.



4. What were the people he met like?



5. What did the Time Traveler put in his pocket in order to keep the time machine safe?



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CH 4

5

This unit includes 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!!

Suggestions for Use

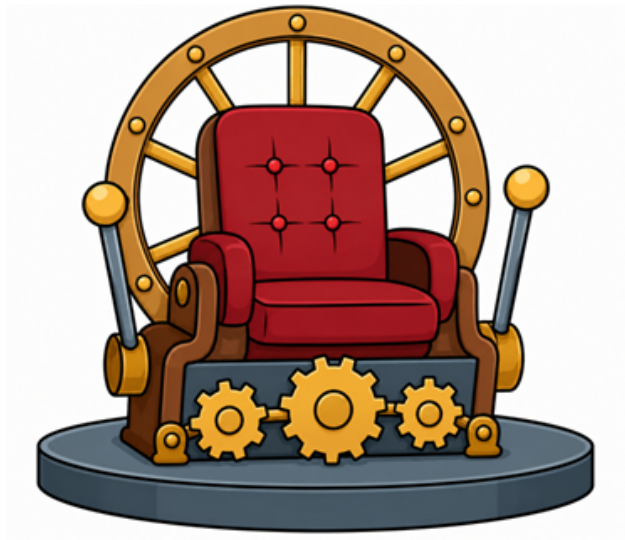
- I made this unit to go along with the book, *The Time Machine*, by H.G. Wells. For this novel study, I used the Great Illustrated Classics edition.
- The thought is that you would be reading it aloud to your class at a rate of about 1 chapter per day.
- Be sure to give each student their own copy of the 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 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 one or more activities for each chapter. 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 5 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.

The Time Machine

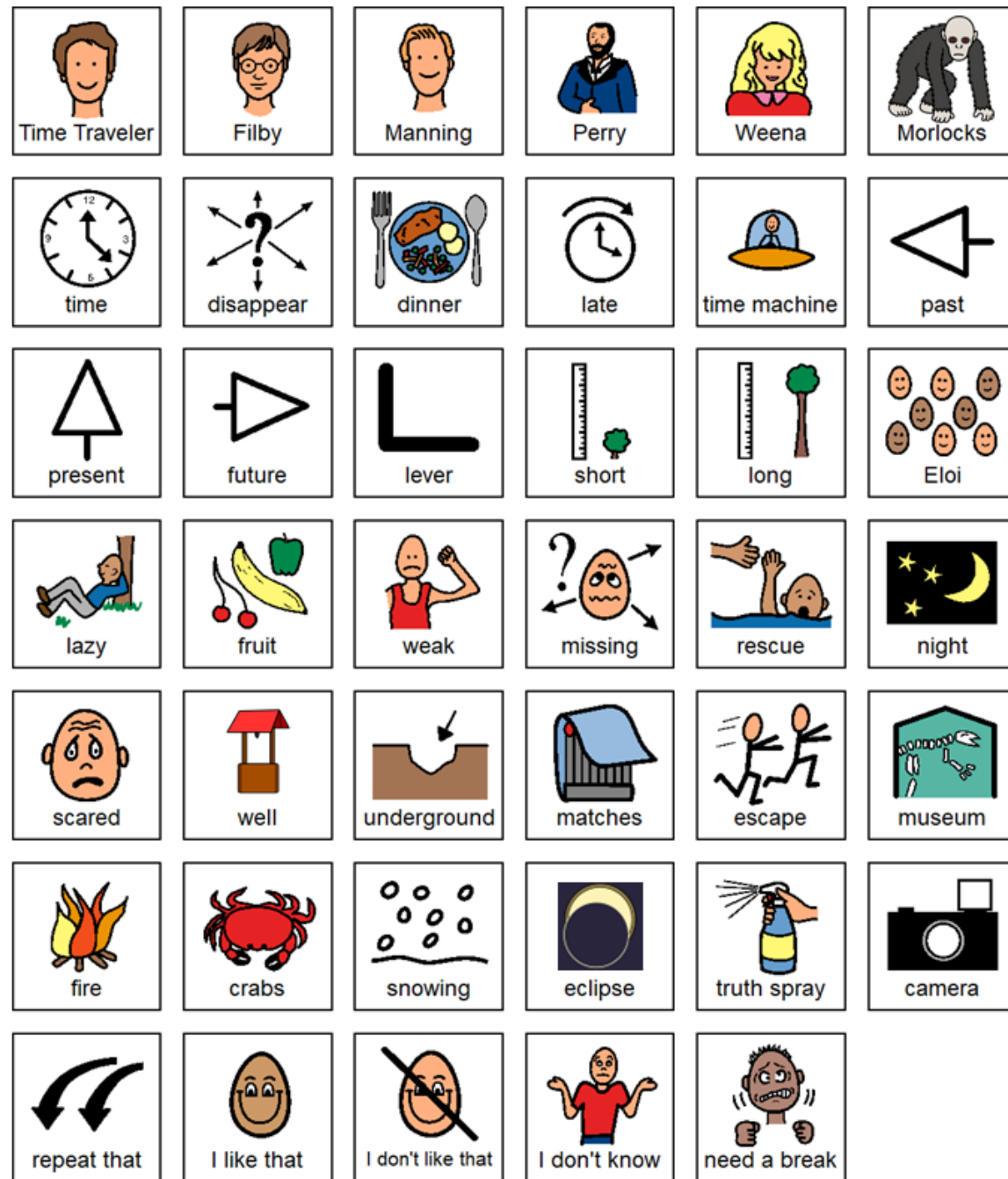
Novel Unit
for Special Education

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.



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 characteristics that you would consider to be strong versus weak?



ERRORLESS VERSION

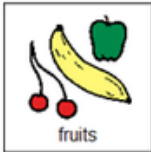


There are circle maps in this unit. Circle maps are a great way for students to see a big idea.

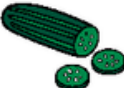


**WRONG ANSWERS
MIXED IN**

Sort the following foods into fruits or vegetables.



Place the pictures in the correct column. If you are not sure, place it on the middle line.

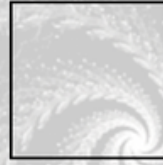
 apple	 berries	 melon	 corn	 orange
 asparagus	 cucumber	 watermelon	 banana	 squash
 string beans	 grapes	 spinach	 sweet peas	 peas
 peach	 lettuce	 strawberry	 bell pepper	 plums

There are sorting activities.

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

What if you traveled through time

1. I traveled through time and ended up



2. It felt so



there.

3. I saw



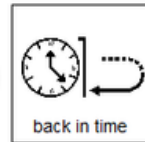
4. I



to go back there someday.

Use the following pictures to answer the questions on the previous page. Students can also come up with their own responses.

1



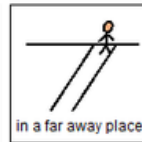
back in time



in outer space



in the future



in a far away place

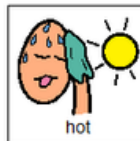


in a castle

2



freezing



hot



windy



scary



peaceful

3



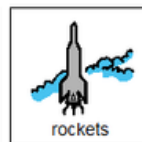
dinosaurs



monsters



angels



rockets



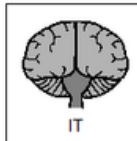
stars



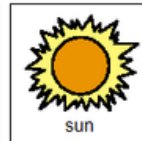
kings



ghosts



IT

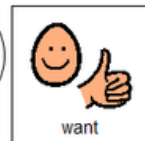


sun

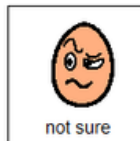


haunted house

4



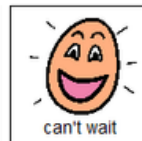
want



not sure



don't want



can't wait



never want

There are writing prompts.

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

What does haggard mean?

tired weary sleepy worn out empty

CH 3

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Time to vote! Some of the men believe the box disappeared by magic. Do you believe in magic?

believe magic

yes no

CH 2

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Color in the time machine.

CH 3

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

Look at the two clocks. How much time has passed?

hours	hours
hours	hours
hours	hours
hours	hours

CH 4

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What does it mean to be curious?

curious

concerned want to know more wonder investigate nosy

CH 4

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