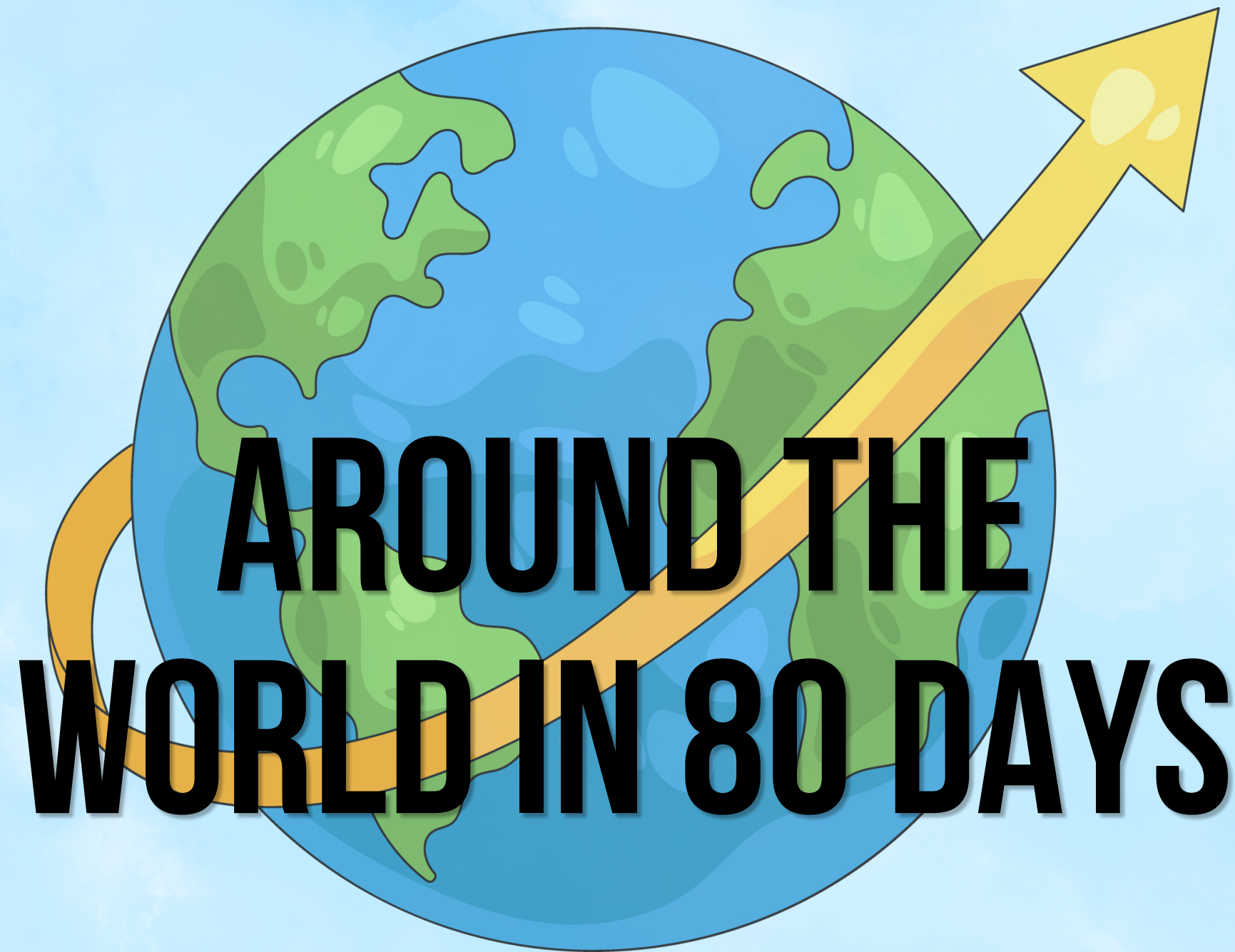




Special Needs for Special Kids

37 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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This novel unit has 37 different activities. There is an activity for each chapter. These activities are NOT comprehension-based. So, even if your students do not pay attention, they can still complete the activity.

Kali

Kali is an important goddess in Hinduism. She is known as a powerful goddess who fights evil. Kali may look scary, but she is also seen as a protector. She uses her great power to defeat evil and protect people.

Kali is often shown with several arms. Her many arms symbolize her great power. She may also be shown with a third eye on her forehead. Her third eye represents wisdom and her ability to understand things that others cannot see.

Kali is often shown with her tongue sticking out. In many pictures, her skin is dark blue or black, although artists may show her in other colors like red. Her wild hair, strong pose, and unusual appearance help show that she is fierce and powerful.

Hindus may honor Kali as a goddess who destroys evil and brings change. She reminds people that good can defeat evil and that even frightening things can have a purpose. For many Hindus, Kali represents strength, protection, and courage.

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Color in the Goddess Kali.



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For example, students will learn about the goddess Kali.

Then, they will color in a picture of Kali.

Each time you finish 1-2 chapters, 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

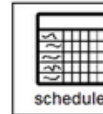
1. Mr. Fogg always left for the Reform Club at exactly _____.

9:00

11:30

4:00

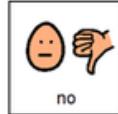
2. What would Mr. Fogg read during the day?



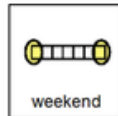
3. What would Mr. Fogg do after dinner?



4. Did the men accept Mr. Fogg's bet?



5. When does Mr. Fogg plan to leave?



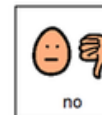
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CH 3

CH 4-5

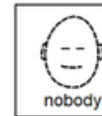
1. Did Mr. Fogg want Passepartout to accompany him?



2. What form of transportation did they take first?



3. Who started betting on Mr. Fogg's trip?



4. Rumor spread that Mr. Fogg was really the _____.



5. What habit made Mr. Fogg look more suspicious?



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CH 4-5

5

This unit includes comprehension questions. There are 5 questions for every 1-2 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 *Around the World in 80 Days* by Jules Verne. 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 1-2 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 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 you can 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 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.

Around the World in 80 Days

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.

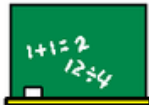
Tips on how to use in the unit!!

What are some things you might find at a circus?



ERRORLESS VERSION

 ringmaster	 elephant	 motorcycle	 clown	 rope dancer
 magician	 cotton candy	 popcorn	 circus tent	 lion
 acrobats	 trapeze	 tightrope	 poodle	 hula hoop

 ringmaster	 elephant	 fruit tree	 clown	 rope dancer
 snowman	 cotton candy	 popcorn	 circus tent	 lion
 acrobats	 trapeze	 tightrope	 chalkboard	 hula hoop
 magician	 cyclone	 motorcycle	 poodle	 astronaut

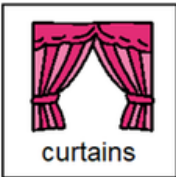
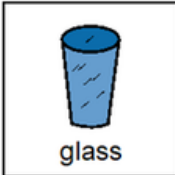
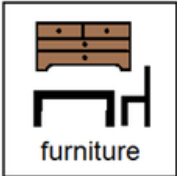
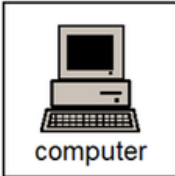
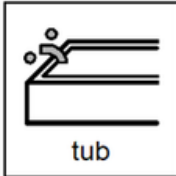
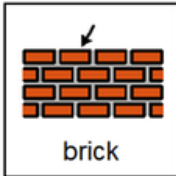
There are circle maps in this unit. Circle maps are a great way for students to see a big idea.

WRONG ANSWERS
MIXED IN

What are some things that would burn and could be used for fuel in an emergency?



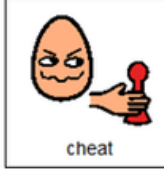
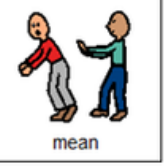
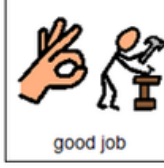
Sort into the correct column on the previous page. If you are not sure or think it could be both, put it on the middle line.



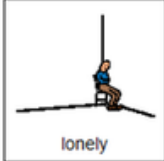
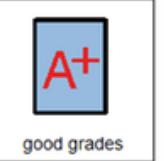
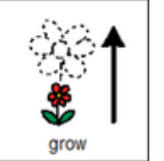
There are sorting activities.

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

There always consequences to our actions. Some are good and some are bad, depending on the action. Look at each action in the box and find what you think the consequence would be.

 fighting		 study	
 water		 exercise	
 spill		 cheat	
 mean		 good job	

Match the consequence to the action on the previous page.
There may be more than one right answer.

 no one wants to play with you	 strong	 allowance	 clean up mess
 lonely	 time out	 good grades	 grow

There are matching activities.

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

Going on an Adventure

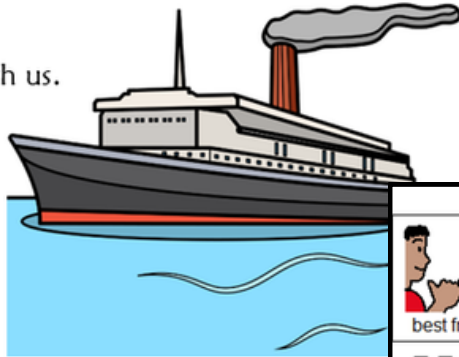
I decided to go on an adventure with my .

We took plenty of with us.

We traveled in a .

We headed towards the .

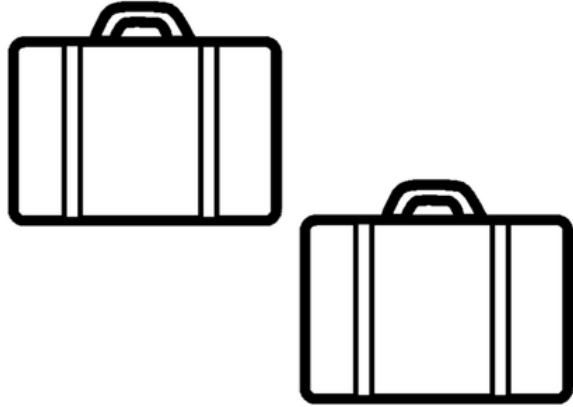
We saw lots of while we were there.



There are writing prompts.

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

Place 2 shirts and 3 pairs of socks in each suitcase.



CH 4

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15

Mr. Fogg bets he can make the entire trip around the world in 80 days. Color in 80 days on the calendars below. He leaves on the day with the star.

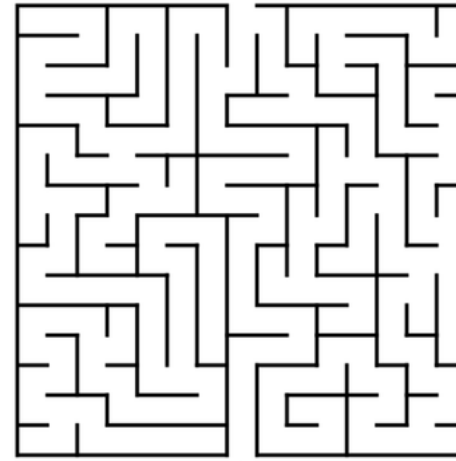


CH 3

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14

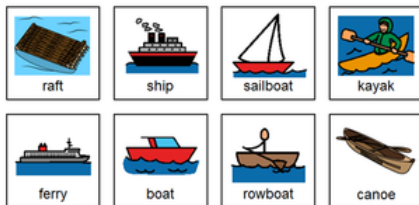
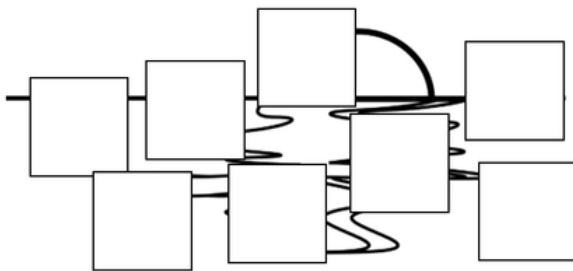
Help Fogg and Passepartout reach Calcutta with Aouda.



CH 14

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What are some ways a person could cross the ocean?



CH 20

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42

Trace the path Phileas Fogg took around the world.



73

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