

Special Ed

CRISS CROSS

2006

Newberry Medal Winner

41 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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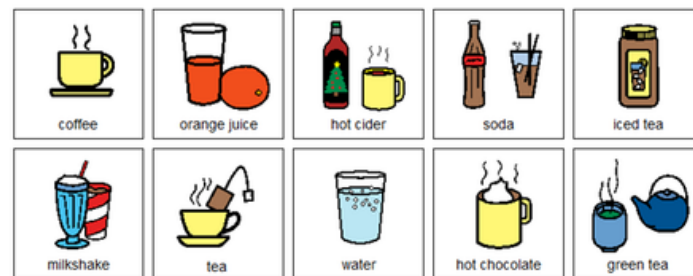
This novel unit has 41
different activities.

These activities are NOT
comprehension-based. So,
even if your students do
not pay attention, they
can still complete the
activity.

Some drinks are served hot and some are served cold.
Sort the drinks on the next page into the correct column.



Sort the following into the correct column. If you are not sure, place it on the middle line. Use photos or symbols or both!



For example, Lenny and his dad sit out in the cool morning cooking a pig and drinking hot coffee. In this activity, students will sort drinks that are normally hot or cold. It does not require comprehension of the chapter but relates to what is going on.

Suggestions for Use

- 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.
- This book has SO MANY chapters that are super short. So, I tried to include several different activities to go with each section. At the top of each activity, it has the specific chapter I was thinking about when I created it.
- 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.
- In a separate file, there are comprehension questions. There are 5 multiple choice questions to go with every 2 chapters. An answer key is included.
- There are 2 separate files included in this unit. One is completely in color and one completely in BW. Consider sending home the BW copies for additional practice at home.

Suggestions for Use

- I made this unit to go along with the book, *Crisis Cross* by Lynne Rae Perkins.
- The thought is that you would be reading it aloud to your class at a rate of about 1-2 chapter per day.
- Be sure to give each student their own copy of the storyboard (pg. 8) 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.

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

Criss Cross Novel Unit for Special Education

By

Christa Joy

Special Needs for Special Kids

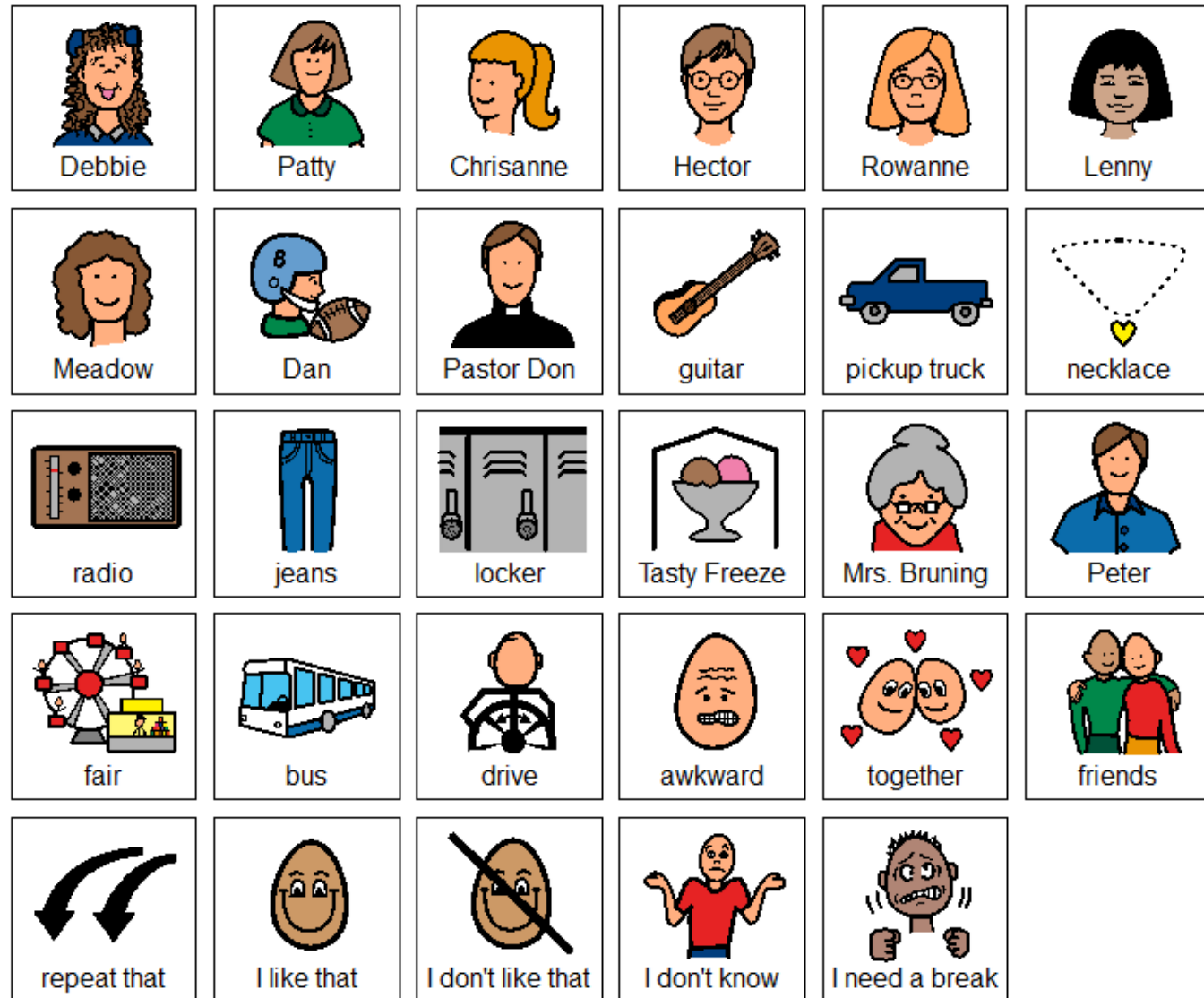


*This entire novel unit
comes in 2 separate files.
One is completely in color
and one is completely in
black and white.*

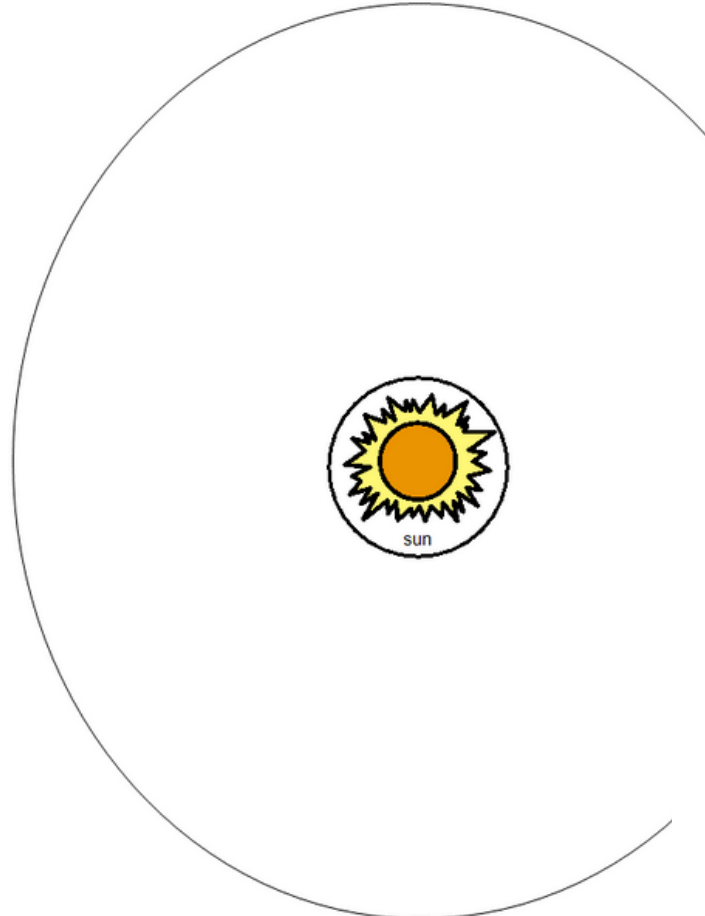
This unit comes with a vocabulary board.

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

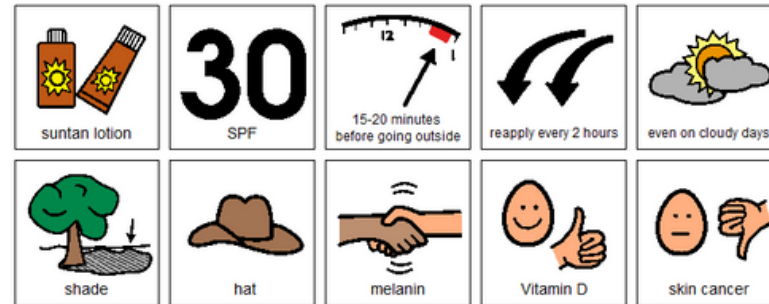
Tips on how to use in the unit!!



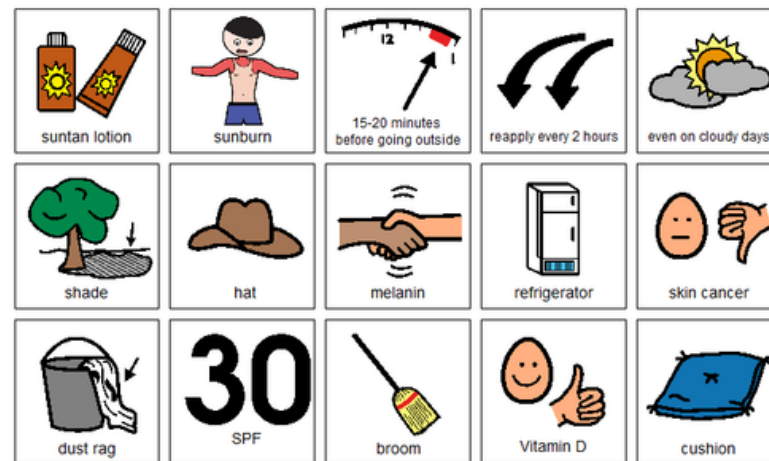
What can you do to protect your skin from the sun?



Cut apart pictures and place in circle map about protecting the skin from the sun.



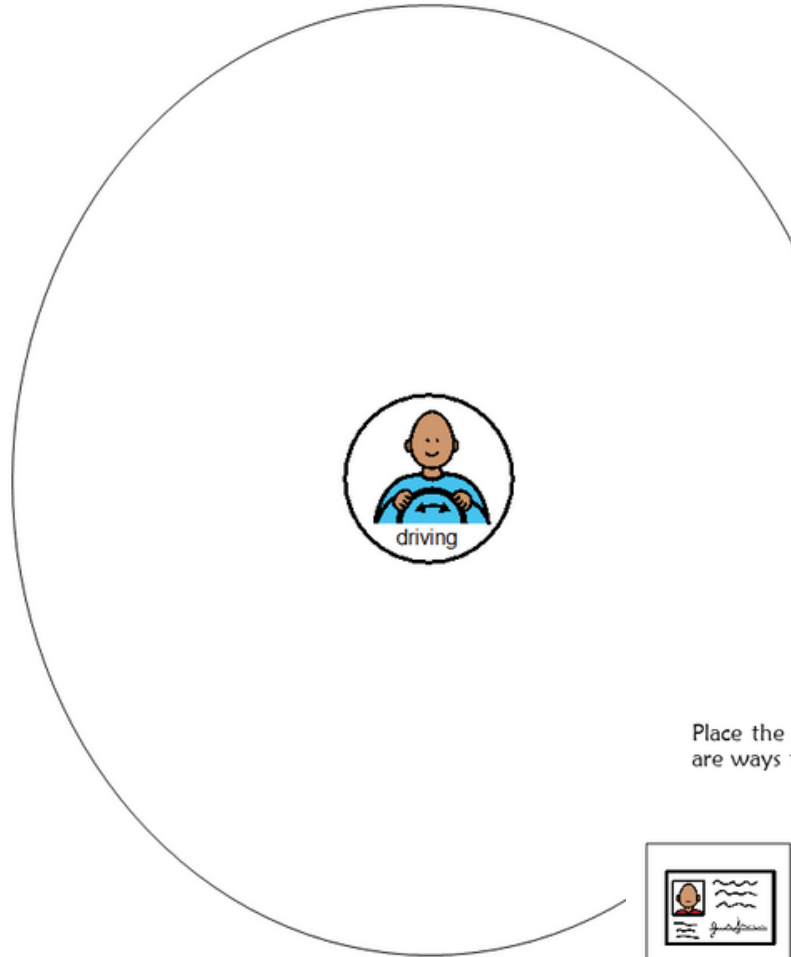
Cut apart pictures and place in circle map **ONLY IF** they are about protecting the skin from the sun.



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



Lenny is teaching Debbie to drive the truck. What do you think is involved in driving a car and learning to drive a car.



Errorless version
Place the pictures in the circle map on previous page showing things needed to drive a car.



Place the pictures in the circle map on previous page **only if** they are ways things involved in driving a car.

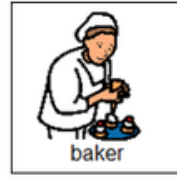
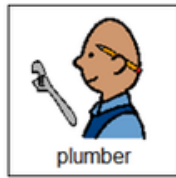


Each circle map comes with 2 choices:

An errorless option with only correct answers

An option that has wrong answers mixed in students will need to set aside.

Sort the tools on the next page into those a plumber would use and those a baker would use.

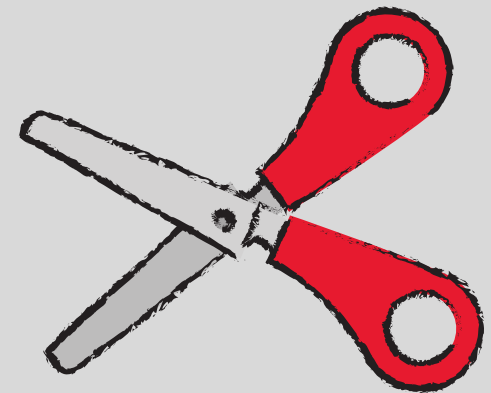


Cut apart the pictures and sort into correct column on previous page. If you are not sure, place it on the middle line.











There are sorting activities.









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



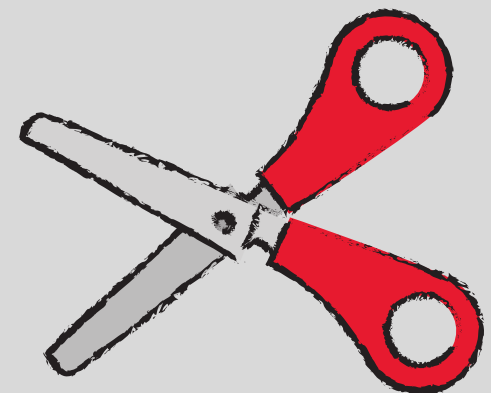
New animals. Figure out the missing animal when a kitten is crossed with a new animal.

<p>koat</p>  <p>kitten</p> <p>+</p> <input type="text"/>	<p>kopper</p>  <p>kitten</p> <p>+</p> <input type="text"/>
<p>kog</p>  <p>kitten</p> <p>+</p> <input type="text"/>	<p>kippo</p>  <p>kitten</p> <p>+</p> <input type="text"/>
<p>snitten</p> <input type="text"/> <p>+</p>  <p>kitten</p>	<p>flitten</p> <input type="text"/> <p>+</p>  <p>kitten</p>
<p>gitten</p> <input type="text"/> <p>+</p>  <p>kitten</p>	<p>bitten</p> <input type="text"/> <p>+</p>  <p>kitten</p>

the missing animals on the previous page.

 bear	 dog	 snail	 goose
 goat	 grasshopper	 hippo	 flamingo

There are matching activities. Directions on how to add color coding for differentiation is included.



Let's Dance

I to dance.

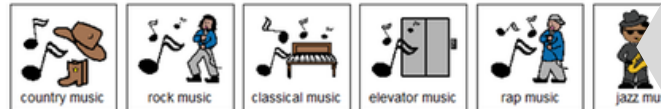
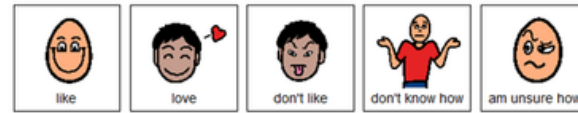


My favorite music is .

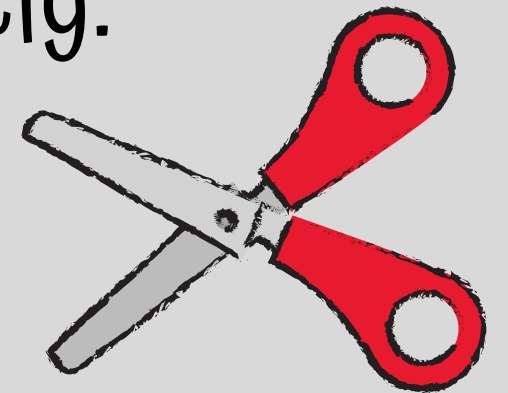
The best place to dance is in the .

taught me how to dance.

Dancing is .



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




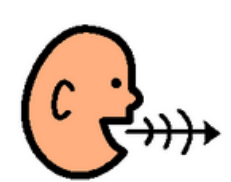


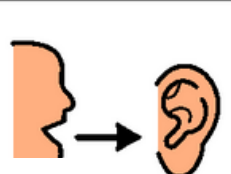

Look at the picture below. Circle all the combs you see.
(There are 15 total)



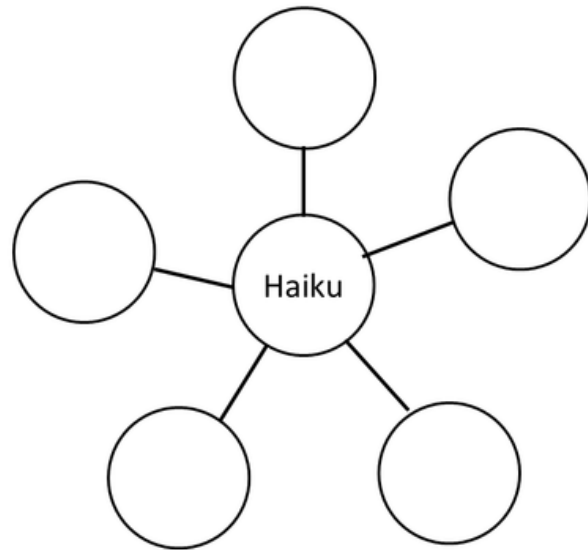
CH 13

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It can be hard to enter a conversation that is already going on. Look at the steps below and put them in the best order you think for joining a conversation. (use a separate piece of paper to put them in order)

 smile	 add a comment	 move to the edge of the group
	 what they are talking about	 wait for a break in the conversation

What is a haiku?



 does not rhyme	 poem	 17 syllables	 3 lines	 5 syllables 7 syllables 5 syllables
---	---	--	--	--

CH 14

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

CH 5-6

1. How many people could sit in the truck at one time?



2. Whose foot did Debbie step on getting out of the truck?



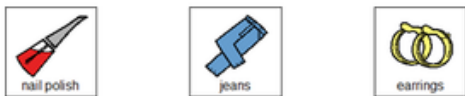
3. Where did Debbie and Patty stand inside while it was raining?



4. What were Debbie and Patty doing in the bushes?



5. What did Debbie buy while shopping with her mom?



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CH 13-14

Hector is looking for an interesting place to take whom?



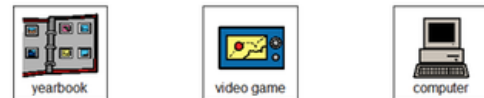
What does Hector say you can find lying around anywhere?



What did Hector carry out of the ravine?



What are Debbie and Patty looking at together?



5. Who did Patty and Debbie see out the window carrying a bag of trash?



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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!!



I realize there will be some students out there unable to do cutting activities. I have a blog post with ways to complete activities without a pair of scissors!!

[Click Here to read more!!](#)