

Special Ed

JULIE OF THE WOLVES



Special Needs for Special Kids

16 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 **16 different activities**. There are one or more activities for each chapter. These activities are **NOT** comprehension-based. So, even if your students do not pay attention, they can still complete the activity.

STEM Challenge. Have students use the following list of materials to try and create a pair of snowshoes on a smaller scale.

- **Materials:**
 - **Pipe cleaners.** These will be the outside of the shoes. You can tie 2 together to make them a bit longer.
 - **Yarn or twine.** This is what students will use to weave back and forth to make the base you would stand on.
 - **Piece of elastic or rubber band.** This is what would hold you foot on the snowshoe
- **Standard supplies:**
 - Scissors
 - tape
 - glue
- **Objective:**
 - Have students build a set of snowshoes on a smaller scale that would actually stay on someone's shoe.
 - Allow them to experiment with the shape they would be.

Student Recording Sheet

- **Team Members**
 1. _____
 2. _____
 3. _____
- **Materials chosen:** **What shape will your shoes be?**
 1. _____
 2. _____
 3. _____
 4. _____
 5. _____



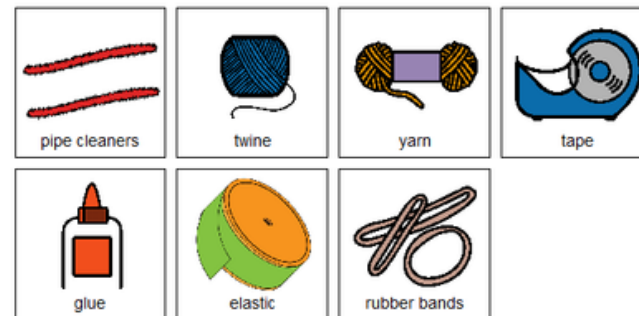
Student Recording Sheet

- Draw finished snowshoes below: (take a picture for students not comfortable drawing)



- **Any problems?**
 1. _____
 2. _____
 3. _____
- **Overall, were you happy with the result?**
 YES NO

Pictures of possible materials if needed.



For example, Miyax makes her own pair of snowshoes from supplies she has on hand. Here, students will make a pair of snowshoes given various supplies and a little guidance. They will record their efforts and share what they have learned.

Suggestions for Use

- I made this unit to go along with the book, *Julie of the Wolves* by Jean Craighead George.
- The thought is that you would be reading it aloud to your class at a rate of about 10-20 pages per day.
- Be sure to give each student their own copy of the story board (pg. 7) 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. 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 best with your students.
- 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.
- There are comprehension questions to accompany this unit. There are 10 questions for every part 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.

Color version

Julie of the Wolves 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.

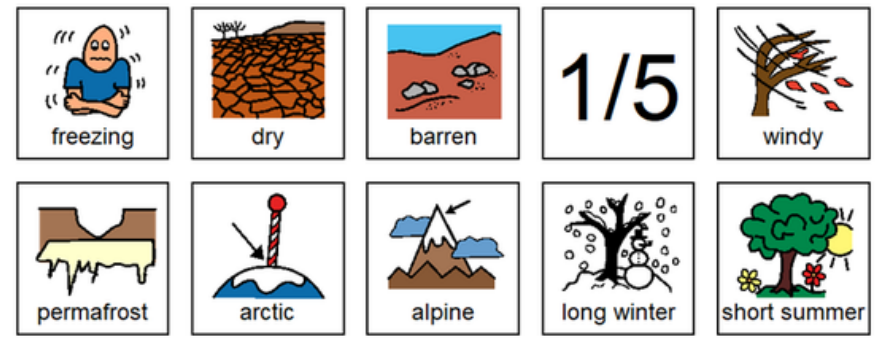
Vocabulary boards are great for ALL students to assist with participation and engagement in group discussions.

Tips on how to use in the unit!!

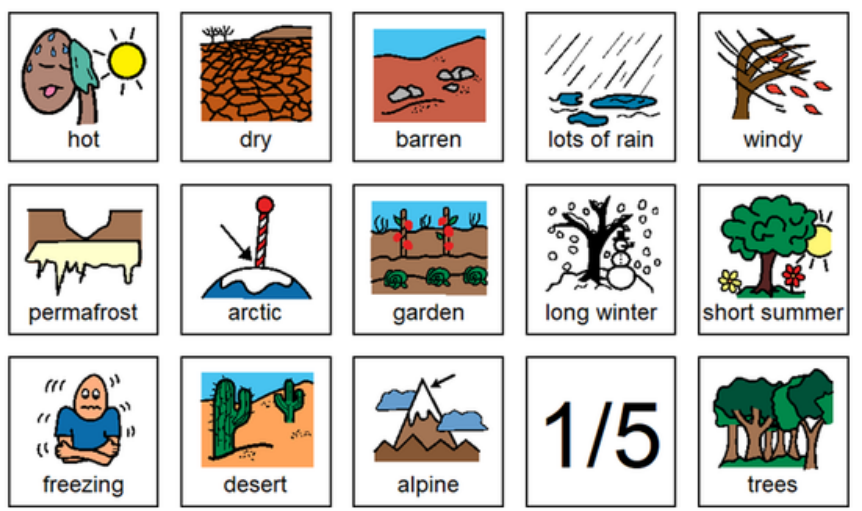


Story Board : to use while reading and for class discussions. Laminate and make 1 copy for each student.

Cut apart pictures and place in circle map showing facts about the tundra.



Cut apart pictures and place in circle map **ONLY IF** they relate to the tundra.













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



What are some things you know about wolves?



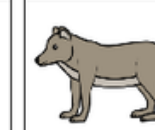
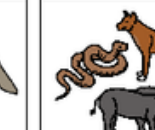
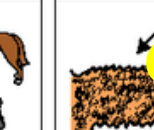


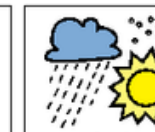
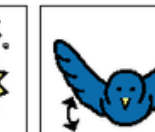






errorless

Place the following in the circle map showing facts about wolves.

| | | | | |
|---|---|--|---|--|
|  howl |  hunt animals |  pup |  wild animals |  fur |
|  travel in pack |  eat meat |  adapt to different climates |  live in dens |  can travel long distances |



Place the following on the previous page **ONLY IF** they are true about wolves.

| | | | | |
|---|---|---|---|--|
|  howl |  feathers |  pup |  wild animals |  fur |
|  travel in pack |  eat meat |  adapt to different climates |  fly |  make a good pet |
|  eat fruit |  hunt animals |  live in city |  live in dens |  can travel long distances |

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.

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

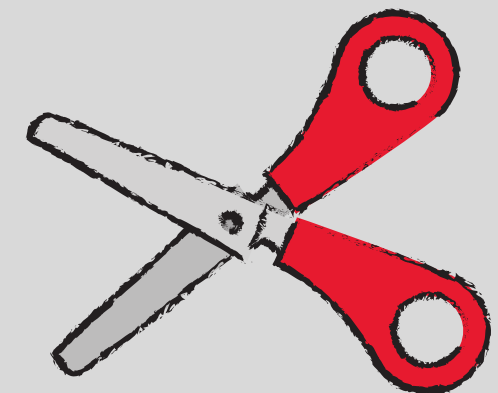


Sort the pictures into the correct column on the previous page. If you are not sure, place it on the middle line.




There are sorting activities.







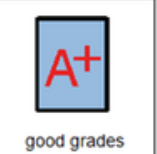
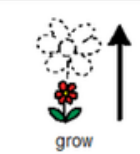
Directions on how to add color coding or a separate differentiated version is included.



There always consequences to our actions (even when you are a wolf). 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.

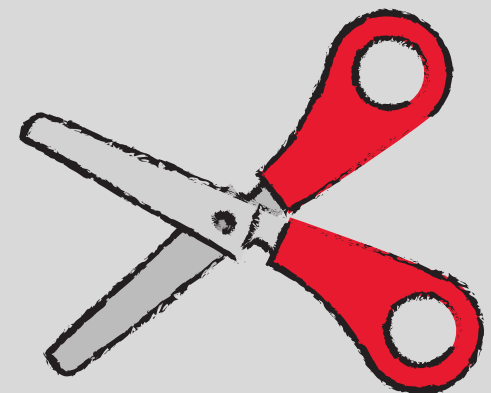
| | | | |
|---|--|--|--|
|  fighting | |  study | |
|  water | |  exercise | |
|  spill | |  cheat | |
|  mean | |  good job | |

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



My trip to the tundra

I wanted to visit the tundra, so I went to

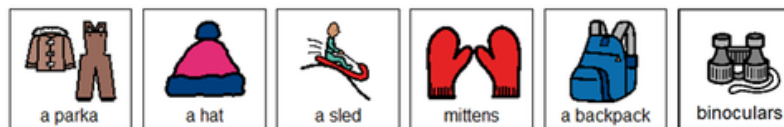
When I opened my eyes, I saw a

I went down the ladder to check out the

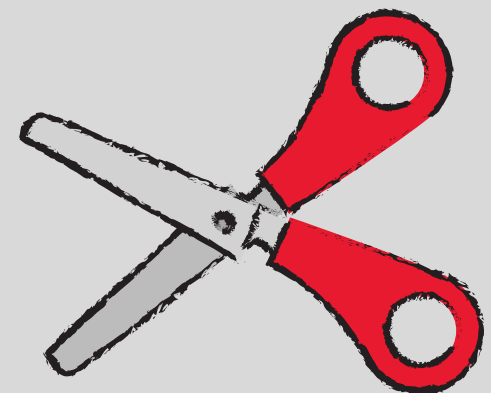
I took

with me.

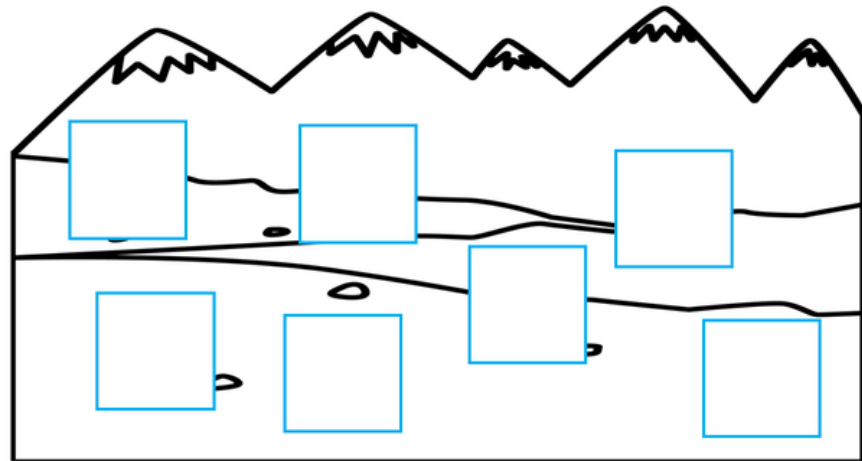
When it was time to go back home, I felt



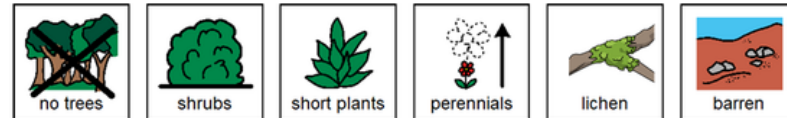
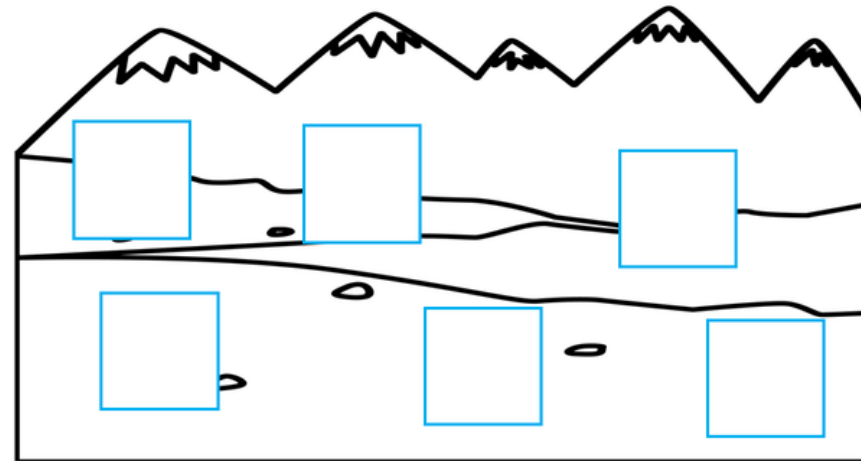
There are writing prompts.
These are errorless
activities that allow
students to write a story
independently.



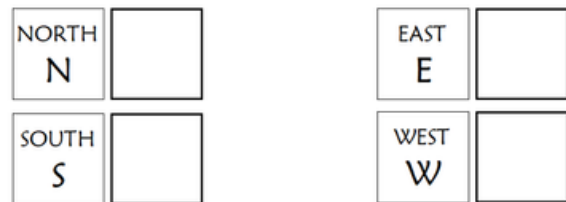
Animals in the tundra



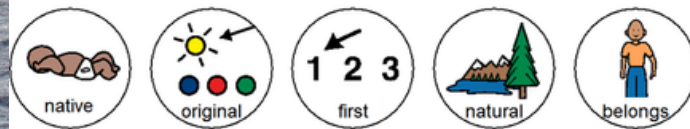
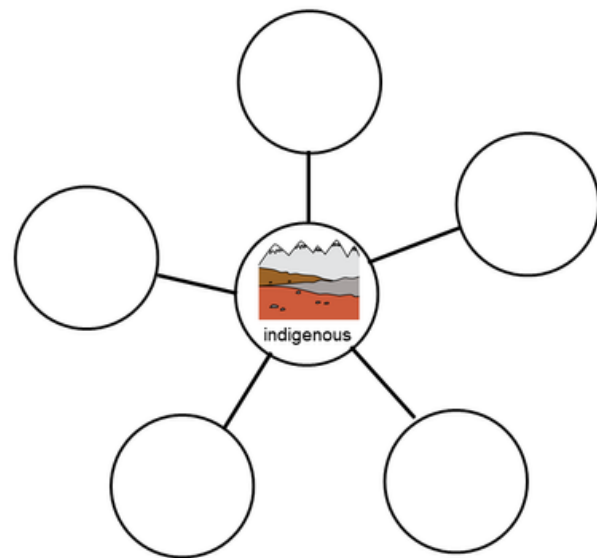
Plants in the tundra



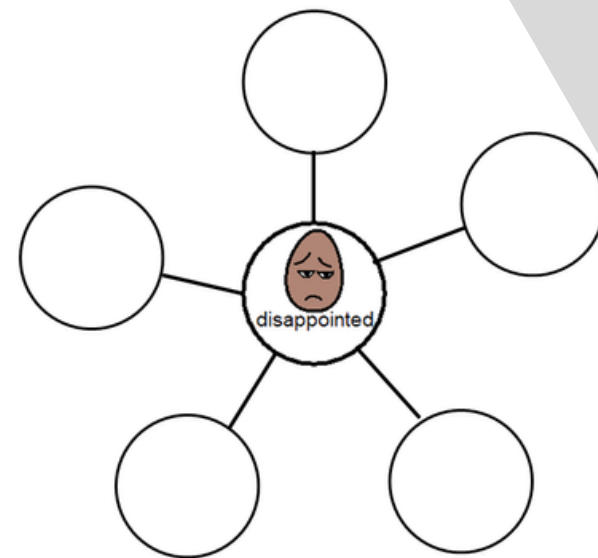
Miyax uses lots of clues like the birds and where animals are moving to know which direction to head. Look at the compass to tell what direction different things are located.



What does the word indigenous mean?



What does being disappointed feel like?



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

Part 2

1. What does Miyax remember about the day her mom died?



funeral



hospital



dad carried her

2. What did Miyax's dad hunt?



polar bear



seal



penguin

3. Who/what could her father speak to?



wolves



seals



sea gulls

4. How many names did each person have in the village?



1



5



2

5. Why did Miyax have to go and live with her aunt?



go to school



she was sick



storm coming

6. What do Miyax and Amy exchange?



photos



clothes



letters

7. Why is Miyax going to see Daniel?



school together



get married



go to dance

8. What was Miyax's main job while staying with Daniel's family?



cooking



dusting



sewing

9. What did Nusan do too much?



drink



yell



gamble

10. Who was Miyax running away from?



Aunt Martha



Daniel



doctor

Part 2

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!!